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ABSTRACT

This guide represents an overview of reading skills presented in a developmental sequence with illustrative learning activities for each skill. The activities are suggestive rather than prescriptive, and resources are included. The ideas and materials included in this document are designed so that teachers can modify and adapt them to ongoing reading programs for early childhood education. Both a rationale for a reading program and skills, activities, and resources useful in the reading program are included. The rationale discusses: "Participants," "Philosophy," "Definitions," "Scope and Sequence," "Reading Diagnosis," and "Evaluation." Contents under "Skills, Activities and Resources" include: "Primary Vocabulary Development," "Word Attack Skills," "Auditory Discrimination," "Visual Discrimination," "Phonetic Analysis," "Structural Analysis," "Vocabulary Acquisition," "Instructional Materials," "Selected Teacher References," and "Selected Periodicals." (RB)

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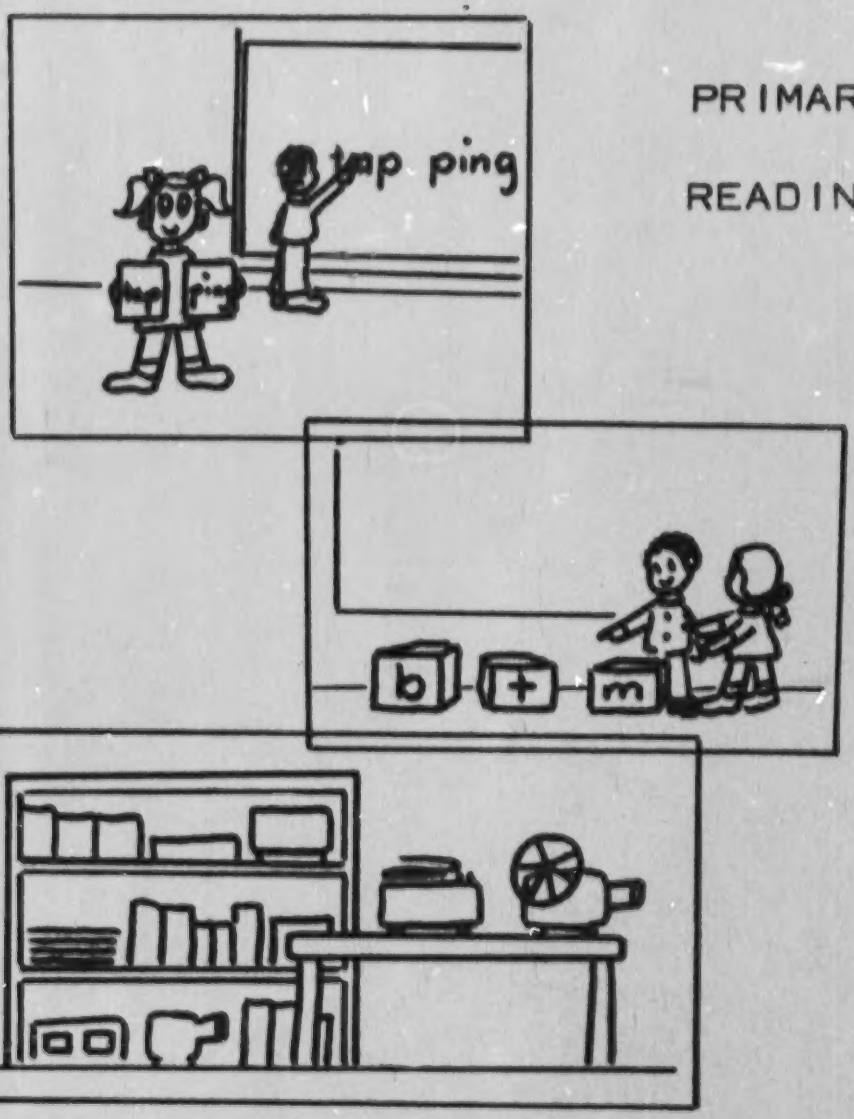

PRIMARY READING SKILLS ACTIVITIES AND RESOURCES

VOLUME I

CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

DIVISION OF INSTRUCTION
DEPARTMENT OF ELEMENTARY EDUCATION
1971

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PRIMARY VOLUME I

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PRIMARY
VOCABULARY DEVELOPMENT
WORD ATTACK SKILLS

AUDITORY DISCRIMINATION

VISUAL DISCRIMINATION

PHONETIC ANALYSIS

STRUCTURAL ANALYSIS

INTRODUCTION

Reading Skills, Activities and Resources presents activities which are suggestive rather than prescriptive. It is hoped that teachers will modify and adapt them as well as create related activities of their own in terms of the needs and interests of their pupils or classes. The skills which are suggested are not intended to be used as discrete entities, but should be integrated into the context of the ongoing program.

This guide represents an overview of skills presented in a developmental sequence with illustrative learning activities suggested for the various skills. Preparation of the overview necessitated an arbitrary division of the various reading skills in order to present the material in logical usable form. However, the skills are interrelated and should not be presented as separate entities.

READING SKILLS, ACTIVITIES AND RESOURCES

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P H I L O S O P H Y

The CHILD'S Development

The CHILD'S Reading Environment

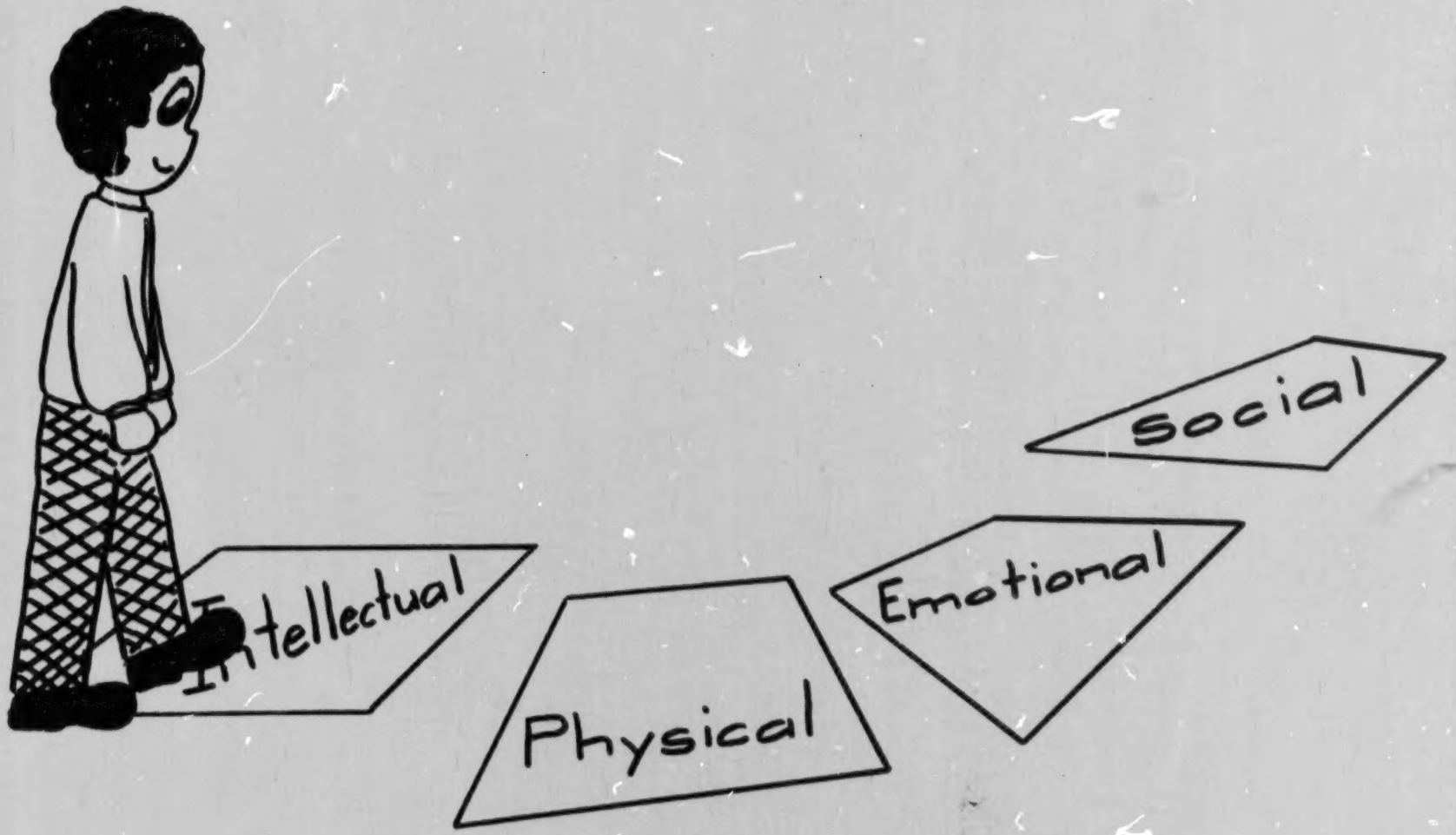
The CHILD'S Developmental Reading Process

The CHILD'S Reading Approaches

The CHILD'S Reading Setting

The CHILD'S Development

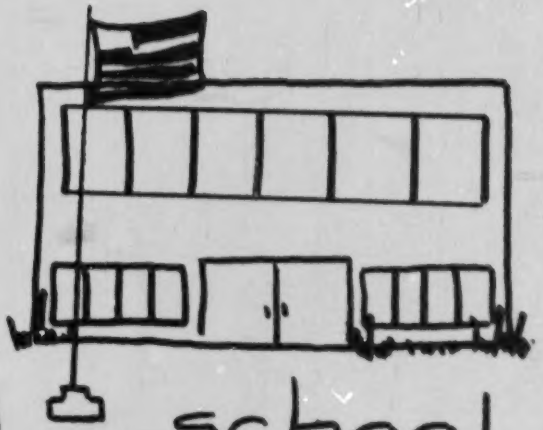
The CHILD is a unique individual who has his own rate of growth and development and his own personal style of learning.



The CHILD'S Reading Environment

The CHILD lives in many worlds. The interaction of these environments affects his social, emotional, perceptual and physical growth. In teaching the child to read, all of these aspects of his development must be considered.

family



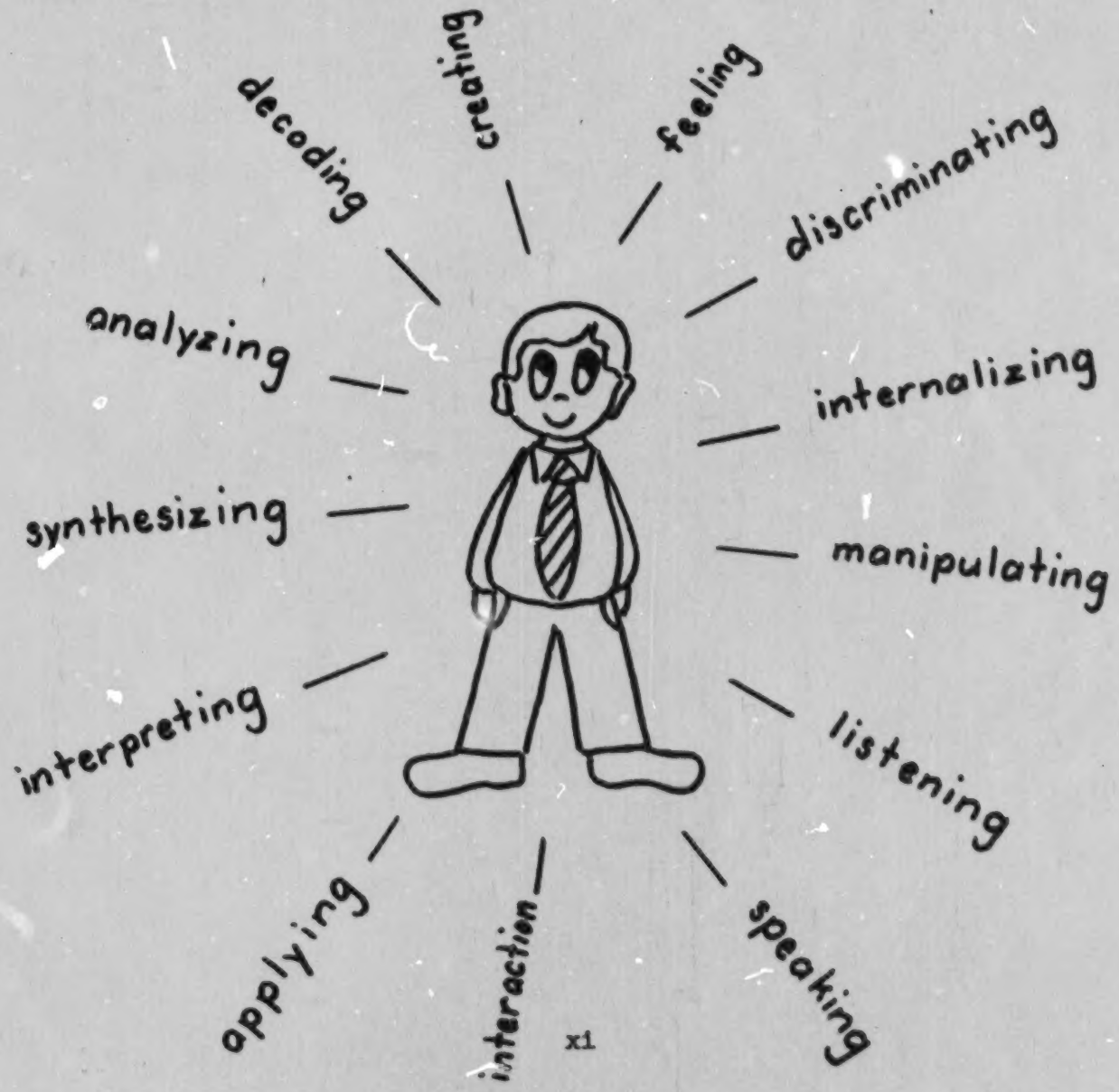
school

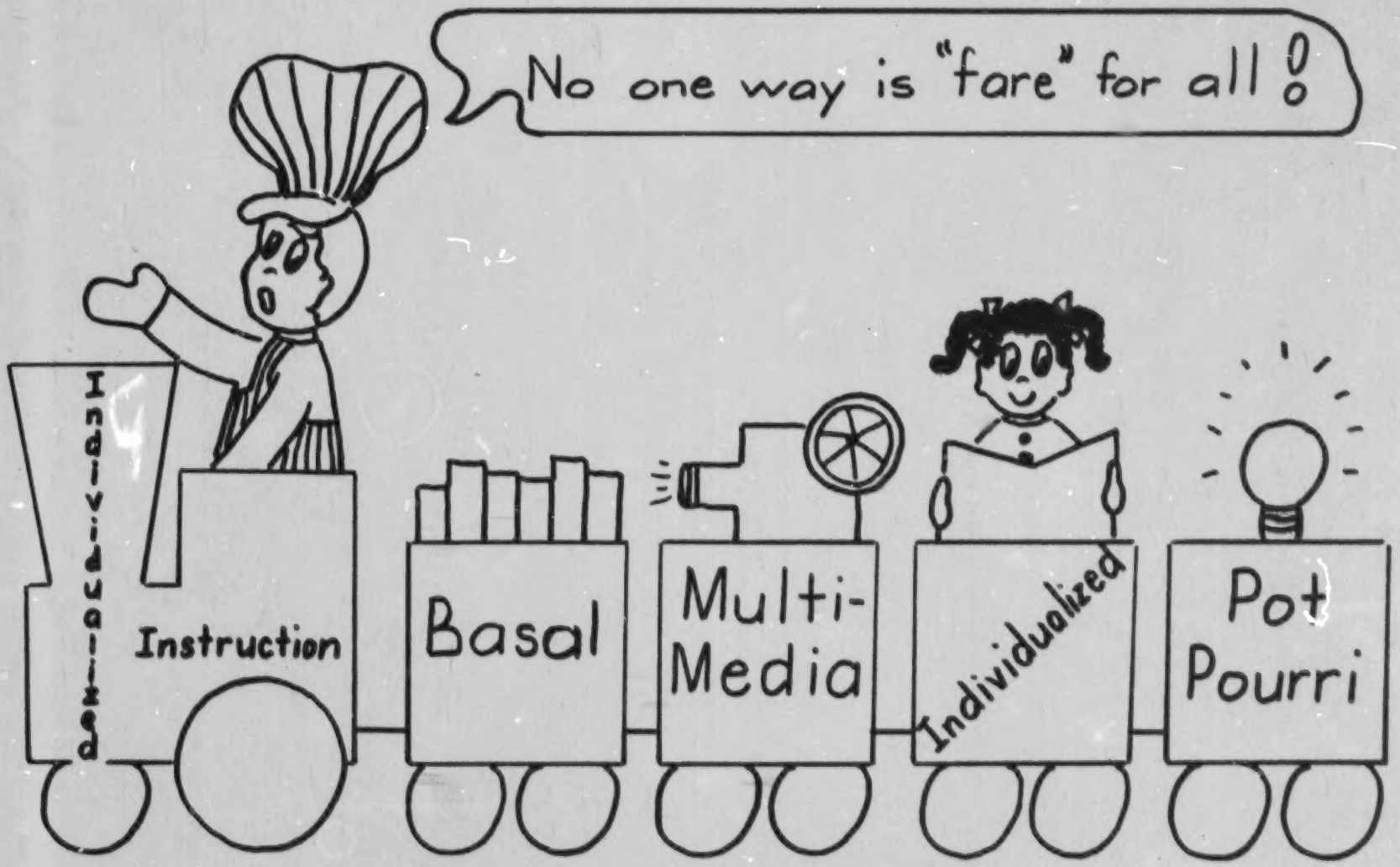
community

peer group

The CHILD'S Developmental Reading Process

The CHILD, the center of the reading process, brings his total personality to the act of reading. His involvement and proficiency in acquiring reading skill enlarge his personality.



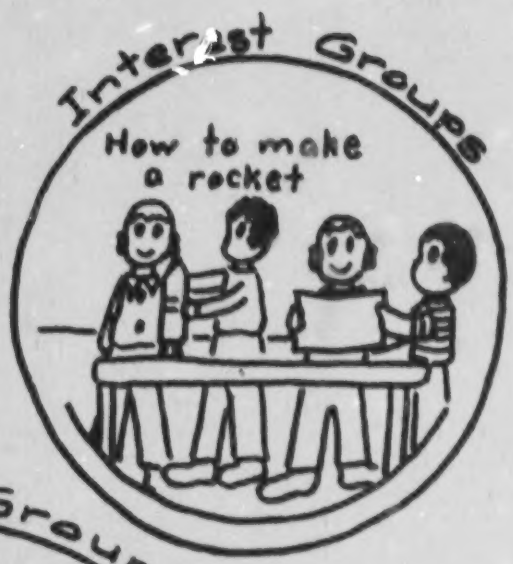


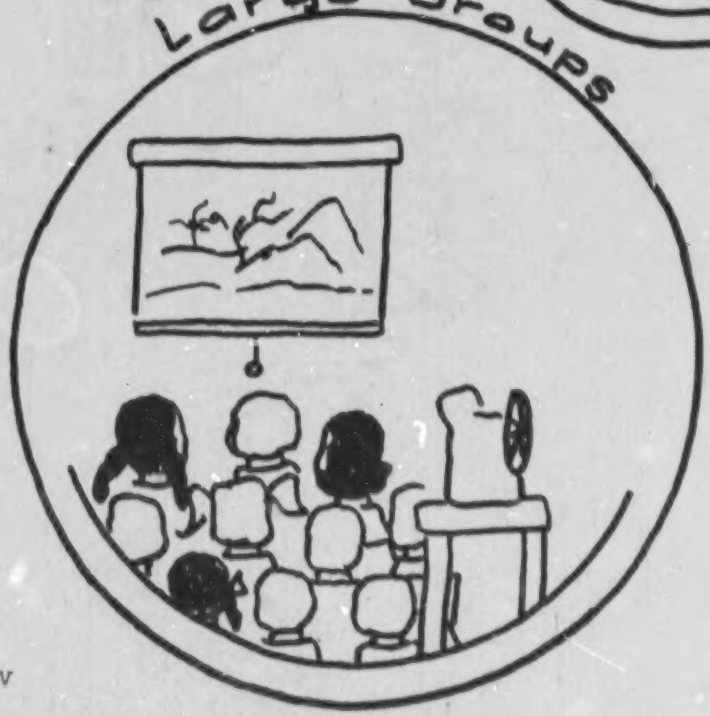
The CHILD'S Reading Approaches

The CHILD'S reading approaches are a part of his learning style and needs. The child responds to a variety of materials and processes through which he can develop his reading skills and interests.

The CHILD'S Reading Setting

is a flexible learning environment through which he interacts with self, with peers, with processes and materials to develop his reading competence and creativity.





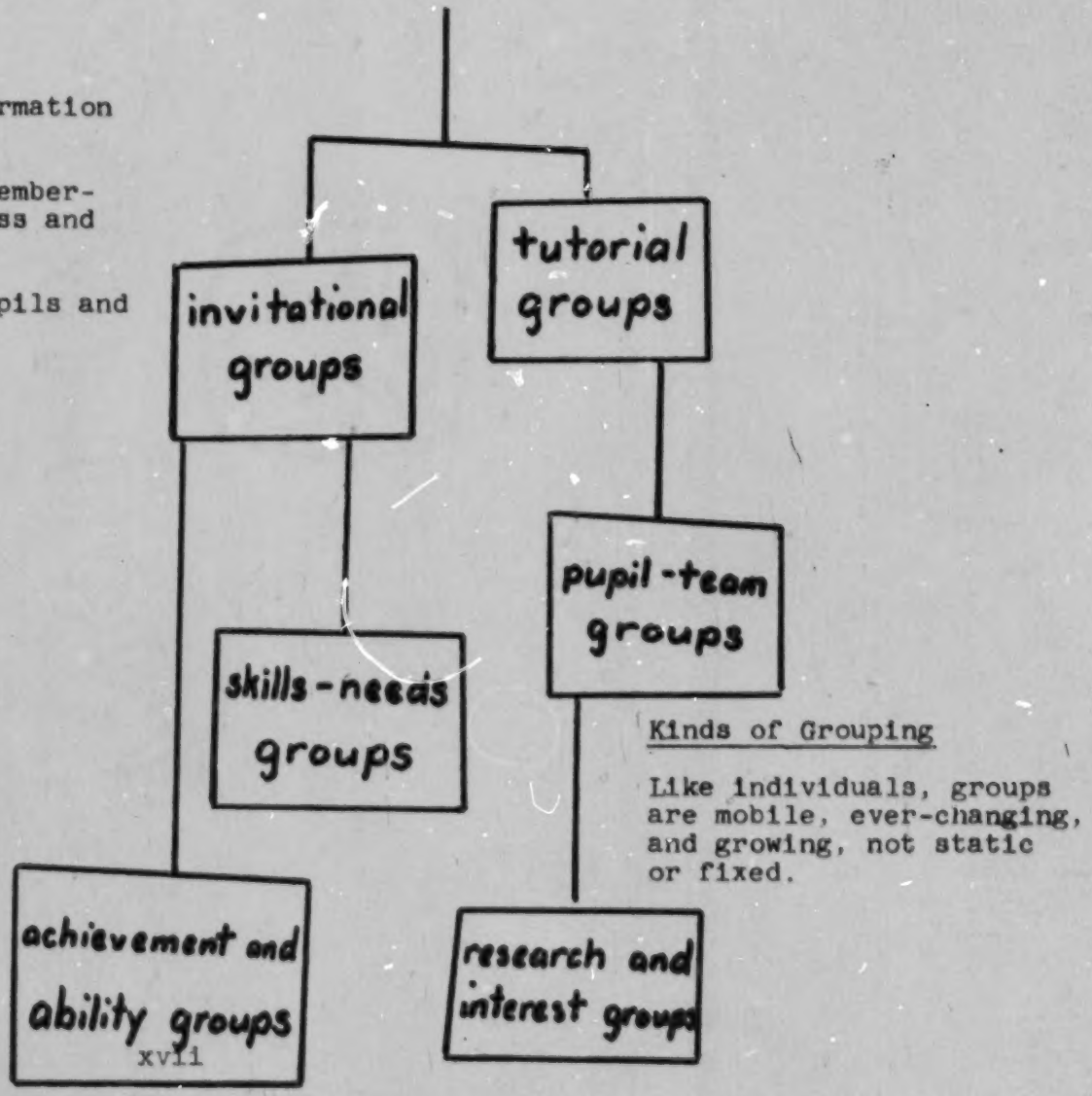
GROUPING FOR READING INSTRUCTION

The essential purpose of grouping is to provide differentiated instruction keyed to the pupils' needs, achievement, and interests.

Guidelines For Grouping

Grouping should be:

- -based on pertinent information about each child
- -flexible, changing in membership as students progress and interest warrant
- -planned carefully by pupils and teachers



Kinds of Grouping

Like individuals, groups are mobile, ever-changing, and growing, not static or fixed.

DEFINITIONS

accent	The stress given a certain syllable of a word to make it stand out over the other syllables of the word.
accent, primary	The syllable receiving the main emphasis in the pronunciation of a given word.
accent, secondary	A stress weaker than the primary accent and one falling upon a different syllable of a given word.
analogy	A form of reasoning which infers that things, conditions, and processes that are alike in some ways are alike in other ways.
analysis, phonetic	A method of analyzing a printed word to determine its pronunciation through the use of consonant and vowel sounds, blends, etc.
analysis, structural	A method of analyzing a printed word to determine its pronunciation by identifying meaningful parts--roots, inflectional endings, syllables, prefixes, and suffixes--which in turn may be blended into the sound of the word.

DEFINITIONS

antonym	A word which is directly opposite in meaning to another word.
blend	The fusion of two or more letter sounds in a word without the identity of either sound being lost; a blend may consist of two or more consonant letters (st, bl, str).
chart, experience	A printed or handwritten chart prepared by the teacher, used in developmental instruction, and based upon some experience in which the children participate.
chart, progress	A motivational device in which changes in reading speed, comprehension, vocabulary, etc., are recorded graphically.
check list, diagnostic	A list of specific weaknesses or strengths in reading which can be checked to simplify and aid diagnosis.
clue, configuration	A clue to word analysis based on the general shape or pattern of a printed word.

DEFINITIONS

clue, context	Utilizing surrounding words, phrases, or sentences as an approach to word recognition and meaning.
comprehension	Understanding the meaning of printed or spoken language.
comprehension, paragraph	The ability to understand the central thought and related details of a complete paragraph.
conceptualization	The process of thinking on an abstract level; discovering common and differentiating characteristics.
connotation	That which is suggested in addition to the primary meaning or denotation of a word; overtones of meaning.
consonant	A letter representing a speech sound characterized by a closure or very strongly modified narrowing of the mouth or throat (b, t, s, etc.).
denotation	The precise meaning of a word as distinguished from connotation.

DEFINITIONS

derivative — A word composed of a root plus a prefix and/or suffix; derived form; e.g., unhappy, happiness, unhappiness.

development, vocabulary — The extension of word meanings.

device, self-instructional — A device which presents a set of planned sequential materials to be learned and which the student can complete in the absence of an instructor and at his own rate of speed.

diacritical mark — A symbol placed over a letter to indicate the pronunciation.

digraph, consonant — Two consonants which lose their individual identity and go together to represent a single sound; e.g., ch as in chicken.

digraph, vowel — Two vowels that together make one sound; e.g., oa in boat.

diphthong — A union of two vowels to make a gliding sound, as oy in boy, or ow in owl.

DEFINITIONS

discrimination, auditory	The ability to discern differences between sounds that are closely similar.
discrimination, word	The ability or process of distinguishing one word from another; recognizing, pronouncing, and associating words with proper meaning.
families	Combinations of consonants and vowels such as at, ight, end, etc., which sometimes are taught as an aid to word recognition.
grapheme	An alphabetic symbol (a letter) used to represent a language sound or sounds.
heteronym	A word spelled the same as another but having a different pronunciation and meaning; e.g., lead (to conduct) and lead (a metal).
homograph	One of two or more words identical in spelling but different in derivation and meaning, as bow (a tie) and bow (to bend).
homophone	Words that are spelled differently but pronounced alike; e.g., to, two, too.

DEFINITIONS

idiom	A form of expression peculiar to a language.
inferences	Conclusions derived by reasoning or from evidence. To indicate or imply without saying outright.
inflected form	A word to which an inflectional ending has been added; e.g., s may be added to the root word fight.
memory, visual	Memory of what is seen.
method, experience-activity	A reading teaching method that capitalizes on children's experiences which are recorded in their own language for reading purposes.
phoneme	A functionally distinctive class of language sounds which contrast or "make a difference" in a particular language.
phoneme-grapheme correspondence	The relationship of a significant language sound (phoneme) to a letter (grapheme) or letters.

DEFINITIONS

phonemic analysis	Using speech sounds organized into phonemes in order to associate them with graphemes for the purpose of decoding words.
phonemic element	A language component which indicates sound value or sound-symbol correspondence.
phonics	The study of sound-letter relationships in reading and spelling, and the use of this knowledge in recognizing and pronouncing words.
phonogram	A letter or group of letters representing a speech sound.
prefix	A letter, syllable or group of syllables placed at the beginning of a word to modify or qualify its meaning.
reading, content	The reading of expository or informational materials that are part of the curricula (science, history) as contrasted with reading narrative materials for recreational purposes.

DEFINITIONS

reading, critical — Involves an evaluation by the reader of the authenticity or other values of what is read. It entails awareness by the reader of the author's purpose, propaganda devices used, the discernment of fact from opinion, etc.

reading, developmental — Reading instruction designed to develop systematically the skills and abilities considered essential at each grade level.

reading, individualized — Based on the concepts of seeking, self-selection and pacing, the program provides time for the individual child to seek his own reading materials, to read them at his own rate, and to receive guidance from his teacher who works with him in an individual conference. Group activities are not omitted in this plan, which may include sharing periods, as well as group instruction in specific skills as needed.

root word — The basic word form from which words are developed by the addition of prefixes, suffixes, and inflectional endings.

DEFINITIONS

sight word	A word recognized because of its shape or configuration (structural analysis), rather than by the blending of parts into the whole (phonetic analysis).
skimming	Rapid reading to gain a general impression, excluding unimportant details, and concentrating on key words and phrases; reading to find certain items or answers to specific questions.
stress	To pronounce strongly or with a stress accent.
substitution, consonant	A word recognition technique in which the initial consonant of an unknown word is replaced by one already known to the child so as to make a different word that is similar in sound and shape except for the beginning consonant.
suffix	A letter or syllable added at the end of a word or root to modify its meaning.
syllable	A unit of pronunciation consisting of a vowel sound alone or with one or more consonant sounds, and pronounced with one impulse of the voice.

DEFINITIONS

syllable, closed	A syllable ending with a consonant; e.g., set.
syllable, open	A syllable ending in a vowel; e.g., we.
synonym	A word that expresses the same idea as another word, but usually differs from it in some shade of meaning.
syntax	The branch of grammar dealing with sentence structure and the arrangement of words as elements in a sentence to show their relationship.
tachistoscope	An instrument which exposes perceptual material for a brief period of time (usually one-hundredth of a second or longer) so as to permit a single glance; used in reading, spelling, and visual perception training.
test, diagnostic	A test designed to locate areas of individual weakness or strength and to determine the nature of the deficiencies.

DEFINITIONS

test, survey	A test covering a broad area of achievement providing a limited sampling of items in each area and designed to measure an individual's level of competence in one or more subjects.
vocabulary, basic sight	A list of high frequency words taught as sight words in the primary grades.
vocabulary, sight	The words which an individual need not sound out but recognizes immediately.
vocabulary, technical	Words and terms peculiar to content fields such as history, mathematics, science; e.g., democracy, dividend, convention.
vocalization	Movement of lips, tongue, or vocal apparatus during silent reading.
vowel	A single, open vocal sound in which there is no audible friction or stoppage.

DEFINITIONS

wheel, word	A device designed to provide repetitive practice in developing sight vocabulary or word analysis skill through the use of a wheel which when revolved exposes words or word elements.
word, compound	A word composed of two or more elements themselves usually words; e.g., housetop, bluebird.
words, guide	The first and last entries on a dictionary page which appear at the top of each page to facilitate rapid location of words.
words, key	Words providing valuable clues to meaning in a unit of printed material; words found at the bottom of a dictionary page which provide a key to pronunciation.

SCOPE AND SEQUENCE

Primary

PRIMARY LEVEL

VOCABULARY DEVELOPMENT	
WORD ATTACK SKILLS	VOCABULARY ACQUISITION SKILLS
Auditory Discrimination	Listening Vocabulary
Likenesses and differences in the sounds of words	Speaking Vocabulary
Visual Discrimination	Reading Vocabulary
Recognizing likenesses and differences in colors, shapes, sizes, pictures, letters and words	Contextual Clues
Phonetic Analysis	Synonyms, Antonyms, Homonyms
Sound-symbol relationships	Prefixes and Suffixes (Understanding of)
Structural Analysis	Dictionary Usage
Structure of words	

S E Q U E N C E

LITERAL	COMPREHENSION CRITICAL AND INTERPRETIVE READING	WORK STUDY SKILLS AND LOCATIONAL SKILLS
Main Ideas	Recognizing Cause and Effect	Alphabetization
Details	Drawing Conclusions	Library Skills
Sequence	Making Inferences	Use of References
Cause and Effect	Predicting Outcomes	Parts of Book
Recall	Making Judgments	Pictures, Charts and Graphs
Pronouns	Making Comparisons and Contrasts	Following Directions
Qualifying Words	Evaluating What is Read	Organizing Information
Punctuation	Applying What is Read	Notetaking
Syntax		Outlining
		Summarizing

SCOPE AND SEQUENCE

Intermediate

INTERMEDIATE LEVEL

VOCABULARY DEVELOPMENT	
WORD ATTACK SKILLS	VOCABULARY ACQUISITION SKILLS
Auditory Discrimination	Listening, Speaking and Reading Vocabulary
Sounds of words and word combinations	Awareness of mass media vocabularies
Homographs	Advertising vocabularies
Visual Discrimination	Technical vocabularies
Speed of visual discrimination	Contextual Clues
Phonetic Analysis	Synonyms, Antonyms, Homonyms
Generalizations governing sounds	Denotation and Connotation
Variant spellings of vowel sounds	Word Origins and Derivation
Structural Analysis	Relationships Between Vocabulary and Mood; Vocabulary and Style
Inflectional endings	Prefixes and Suffixes
Compound words	Dictionary Usage
Prefixes and suffixes	
Syllabication and accent	

S E Q U E N C E

COMPREHENSION		
LITERAL	CRITICAL AND INTERPRETIVE READING	WORK STUDY SKILLS AND LOCATIONAL SKILLS
Pronouns	Recognizing Cause and Effect	Alphabetization
Qualifying Words and Transitional Words	Drawing Conclusions	Library Skills
Punctuation	Making Inferences	Use of References
Syntax	Predicting Outcomes	Parts of Book
Main Ideas	Making Judgments	Pictures, Charts and Graphs
Details	Making Comparisons and Contrasts	Following Directions
Sequence	Evaluating What is Read	Organizing Information
Cause and Effect	Applying What is Read	Notetaking
Recall		Outlining
		Summarizing
		Reading for Different Purposes
		Skimming

READING DIAGNOSIS

A key factor in providing a good reading program is careful diagnosis. Reading diagnosis involves a scientific analysis and description of a reading disability designed to:

a. identify the nature of the difficulty, such as reading errors, faulty reading habits, and level of the reading competence

b. locate underlying causal factors, and

c. prescribe corrective or remedial treatment

The process encompasses both formal and informal techniques involving interviews, observations, oral reading, silent reading, and intelligence tests, along with an assessment of personal and environmental factors conditioning learning.

For further resources regarding diagnosis:

Division of Instruction, Department of English and Reading Improvement

Diagnostic Reading Workshop, May 1970

Reading Techniques for Classroom Use
(K-9) An In-Service Workshop, September 1969

EVALUATION

Evaluation involves the process of appraising the effectiveness of a teaching process or learning experience in light of major behavioral objectives. Some of the evaluative tools and techniques include:

Observation
Survey Tests
Diagnostic Tests
Informal Reading Inventory
Individualized Reading Conference
Phonetic and Word Analysis Tests
Interest Inventory
* Reading Skills Check List

* City School District, Division of Instruction, Department of English and Reading Improvement, Diagnostic Reading Workshop, May 1970

PRIMARY

VOCABULARY DEVELOPMENT

WORD ATTACK SKILLS

PRIMARY

VOCABULARY DEVELOPMENT

WORD ATTACK SKILLS

AUDITORY DISCRIMINATION

PRIMARY

VOCABULARY DEVELOPMENT

WORD ATTACK SKILLS

Word attack skills are interrelated. Visual discrimination skills are tied to auditory discrimination skills. These in turn are tied to phonetic and structural analysis skills. All are used in conjunction with each other. As children learn new skills, they continuously refer to previous learnings.

Word attack skills are taught in context. When a skill is isolated for demonstration or reinforcement, it should immediately be reapplied to the reading material.

Each child is encouraged to proceed at his own rate. Some children will need more time to master skills than others. Additional practice in application should be provided for these children. Some children will quickly master skills on the K-3 level and be ready to move on. The primary teacher should be familiar with material on the following levels so she may adapt them for these children.

By the end of the primary level most children should have developed considerable facility in the following skills:

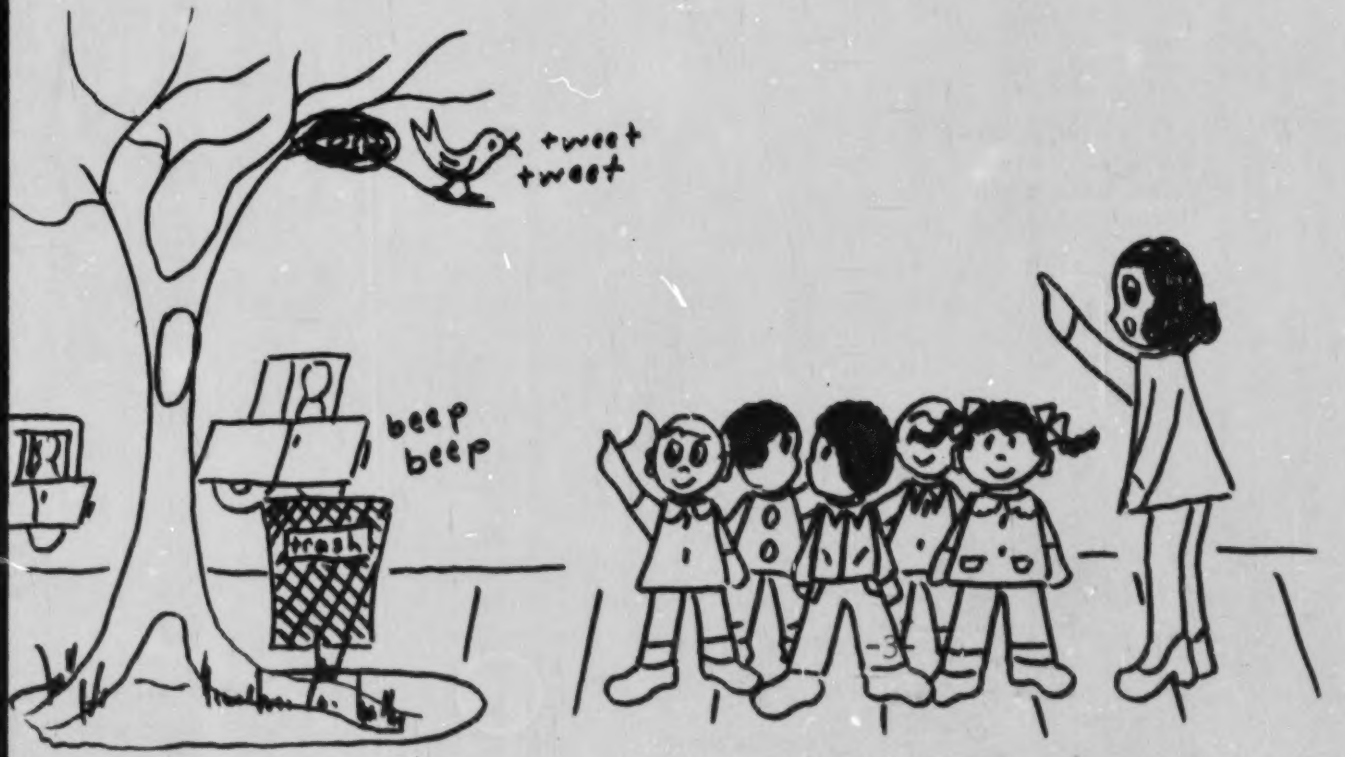
1. Sounding consonants singly and in the most common blends, digraphs, and diphthongs.
2. Identifying long and short vowels and an awareness of the schwa sound and consonant controlled vowels.
3. Recognizing silent letters.
4. Recognizing inflectional endings.
5. Identifying derived forms of words.
6. Identifying and using simple prefixes and suffixes.
7. Dividing simple words into syllables.
8. Attacking words through syllabication.
9. Recognizing compound words.
10. Identifying contractions and possessives.

Children should be provided many opportunities to apply the above skills in reading situations. Though skills are sometimes taken out of context for clarification or reinforcement, they must always be applied in context. Children's competence in these skills is measured through their application in independent reading.

PRIMARY

AUDITORY DISCRIMINATION

Objectives	Activities
Identify gross sounds.	Direct the children to sit quietly, close eyes, and listen to the sounds about them. Then have them tell what sounds they heard and the direction from which these sounds came. They may identify such sounds as the ticking of the clock and the hissing of a radiator. Have children listen to stories, poems, and records. Instruct them to listen for parts that repeat themselves. Encourage them to repeat them together. Take a listening walk. Return to the room and list all the things heard outside.



Things we heard on our walk

1. birds chirping
2. cars beeping
3. dogs barking
4. cats purring
5. trucks honking
6. people talking
7. sirens

PRIMARY

AUDITORY DISCRIMINATION

Objectives	Activities
Identify gross sounds (cont'd).	Put up a screen. A child is chosen to go behind the screen and, with the objects provided, create a common noise for the class to recognize. Have the child choose another member of the class to identify the sound. The child who identifies the sound now goes behind the screen and creates a new sound. Take a tape recorder home and record sounds around the home; for example, water dripping, dishes being washed, door shutting, etc. Also, record outside noises such as horn honking, lawn mower mowing and bird calls. Play records of sound recordings and have the children identify the sounds heard. Play piano and have children listen to music which is alike and different. --alike in tones --loud and soft --fast and slow --high and low Ask the children to name outside sounds they hear while sitting in a circle, such as: birds singing, horns honking and sirens screaming. Children may list sounds outside the classroom.

PRIMARY

AUDITORY DISCRIMINATION

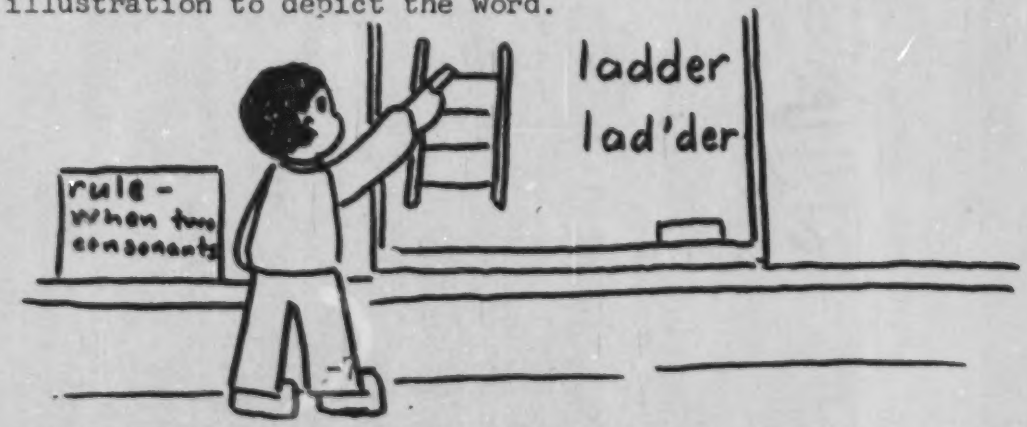
Objectives	Activities
Identify gross sounds (cont'd).	Have the children sit in a circle and with eyes closed listen to sounds made by another pupil. The pupil may clap hands, tap a pencil and knock at the door.
Identify likenesses and differences in the sound of words.	Say three words, two of which are the same: come, play, come. Ask the children to tell which word is the same as the first and which is different. Later, use words which are closer in sound: tame, dame, tame. Ask children to listen to the sounds they hear at the beginning of such words as bird, band, and [illegible]. See how many other words they can think of that begin with this sound. Later give a list of words such as tub, scrub, and rub where the sound comes at the end. Finally, choose words where the sound comes in the middle: rabbit, ribbon, pebble. In each case have the children give other words with the sound in the same position. Nursery rhymes and counting out games may be repeated by children. Have them listen to rhyming words such as hop, stop; shoe, do; wall, fall. Ask children to select other words which rhyme with those they have heard. Present orally three words to the group. Two must rhyme and one must not. Have the children choose the one that doesn't rhyme. dog - cat - hat can - man - girl dig - big - child

Objectives	Activities
Identify likenesses and differences in the sound of words (cont'd).	Have the children use jingles and play in pairs. Child 1 says--"Today I will bake." Child 2 says--"Today I will bake a cake." Child 1 says--"John likes to play." Child 2 says--"On a rainy day." Make a phonetic picture file. Collect pictures which can be arranged in a pocket chart according to beginning or final consonants. On a large experience chart headed by a particular letter or picture have the children paste pictures of items beginning with the same sound. Make individual booklets of things that make sounds, noises, music, or begin with a particular sound. Have the children listen as you say the words in pairs. If both words end with the same sound, the pupils are to raise their fingers behind their heads, like feathers. List of words teacher can read: rust blot fact cat rusty block fatter camp stick which who when where pick witch too then there

PRIMARY

AUDITORY DISCRIMINATION

Objectives	Activities
Identify likenesses and differences in the sound of words (cont'd).	Secure pictures which contain many objects. Ask, "Do you see an object which begins with the sound we hear at the beginning of the words Billy and Betty?" Continue to use sounds illustrated in the pictures. Write the letters for three endings you have studied with the class: ing, ight, and old. Explain to the class that they will need signals to use each time they hear one of these endings. For ing, wave hands high in the air. For ight, fold hands in laps. For old, put your hands on shoulders. Pronounce a word and have the children give you the signal for the ending they hear. Go very slowly at first, but later say the words more quickly.
Identify the number of syllables in a word.	Have the children listen carefully while the teacher says a word. They may then tell how many parts or syllables they hear in a word or clap out the number of beats to a word. Have the children beat out the syllables in the words as they sing songs. As syllabication rules are taught in groups, children may be asked to choose a word that will describe the rule. Each child could then make an illustration to depict the word.



PRIMARY

AUDITORY DISCRIMINATION

Objectives	Activities
Identify the number of syllables in a word (cont'd).	Syllables A syllable is a part of a word. Every syllable has one vowel sound. Underline the vowel and write the number of syllables. rabbit 2 fifteen_____ napkin_____ hello_____ place_____ bedroom_____ pasture_____ inside_____ sentence_____ surprise_____ rather_____ remember_____ suppose_____ moist_____ another_____ crowded_____

PRIMARY

AUDITORY DISCRIMINATION

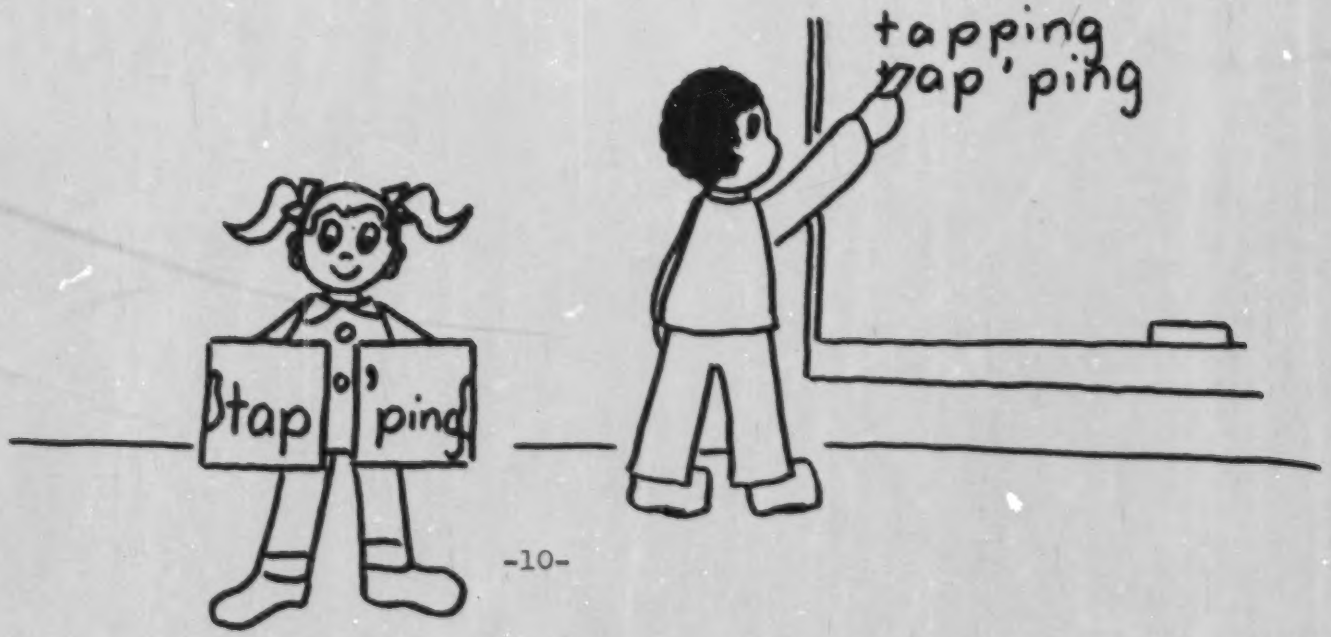
Objectives	Activities
Identify the accented syllable: (To give experience in listening for accented syllables)	Tape a series of words. Duplicate the list of words. As the child hears it on the tape, he marks the accent. The correct responses may be recorded on the second section of the tape, and the child may correct his own work. Game: Where is That Accent? The leader pronounces a word containing more than one syllable, as mo/tor. A player indicates which syllable is accented--first, second, third, etc. Adaptations: Players may indicate the accented syllable on paper by writing 1, 2, or 3, etc. Players may take turns pronouncing words. Write the words in syllables. Place the accent mark. Example: asleep -- a sleep' 1. yellow -- 2. cottage -- 3. unlucky -- 4. taking -- 5. middle -- 6. alarm -- 7. listen -- 8. matter -- 9. ago -- 10. slipper --

PRIMARY

AUDITORY DISCRIMINATION

Objectives	Activities
Identify the accented syllable (cont'd).	When two consonants stand between two vowels usually we divide the syllables between the consonants. Divide into syllables and mark the accent. Example: tap'ping

1. ladder
2. trigger
3. bottle
4. cellar
5. suffer
6. border
7. explode
8. sitting
9. little
10. collar



PRIMARY

VOCABULARY DEVELOPMENT

WORD ATTACK SKILLS

VISUAL DISCRIMINATION

PRIMARY

VISUAL DISCRIMINATION

Objectives	Activities
Recognize and name colors.	Have the children identify colors of various objects and pictures in the classroom. Have them study nature's coloring during walks and field trips. Have them recall the colors they saw on their return to the classroom. The teacher names a color (red) and asks all the children wearing this color to stand or to get their coats. Take a color walk. Ask the children to pick out the color of paper. A color they saw. John saw a green tree. Place color green in front of word, tree. Ann saw a red building Place color red in front of word, building. Keep magazines in room. Ask children to cut out a specified color. Example: "Today we need to find some yellow pictures for our yellow bulletin board." Cut out large letters to entitle the bulletin board, "Y E L L O W". Give each child a tagboard with the caption yellow. Have the children cut out yellow pictures and paste them on tagboard. Play the color game I See, I Saw. A child chooses an object of a certain color in the room and says to the class, "I see, I saw something (name of a color). The child who guesses the object becomes the next leader.

PRIMARY

VISUAL DISCRIMINATION

Objectives	Activities
Recognize and name colors (cont'd).	Flannelboard activity Have children match clowns with balloons of the same colors. Attach word labels to the corresponding clowns. Place the name of a color on tagboard. Have children cut out magazine pictures and paste items of the corresponding color on the tagboard. Make a Book of Red, etc. Use crayon drawings or magazine pictures. Individual Color Chart After some recognition of color words each child keeps a color chart in his desk for reference. Name_____ Date_____ My Color Chart ☐ ☐ ☐ Blue Red Yellow blue red yellow etc.

Objectives	Activities

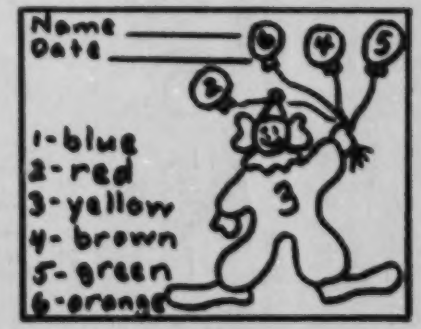
Recognize and name colors (cont'd).

Group Numbers and Colors Chart

Correlation of arithmetic, colors and following directions. Children associate number as reference to a color.

Name _____
Date _____

1 - blue
2 - red
3 - yellow
4 - brown
5 - green
6 - orange



The teacher uses a coloring book to trace picture for adding numbers and colors. She may use for all seasons. A wonderful supplement after children have completed independent reading activities. ABC's may be substituted for numbers.

Association and Color

Children describe color without naming the color. Other children try to guess. Example: Child takes a color from a colorful bag and then proceeds to describe it without letting the other children see the color.

Teacher--"Susie, can you tell us about your color?"

Child --"I have a color that is bright. Some fruit has this color. The sun is usually this color, etc. What is it?"

Objectives	Activities
Recognize and name colors (cont'd).	Association and Color (cont'd)

Association of Colors and Moods

Certain colors are associated with moods. Example: Red usually shows anger or blushing. Child acts out color.

Teacher may whisper color to child. Child (color--red) may stamp on floor; throw hands up as if angry, etc...

Poem may proceed game for motivation.

Game--Colors and Expression
Colors and Moods

yellow	blue	red
happy excited	sad gloomy	anger blushing

PRIMARY

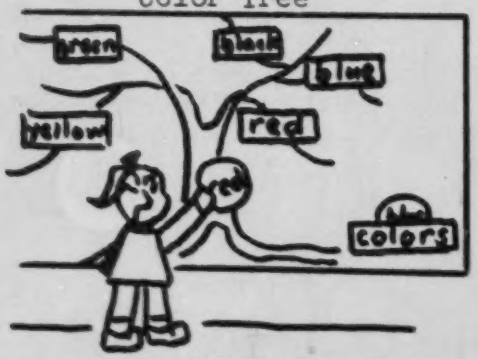
VISUAL DISCRIMINATION

Objectives	Activities

Recognize and name colors (cont'd).

Teaching Bulletin Boards

Color Tree

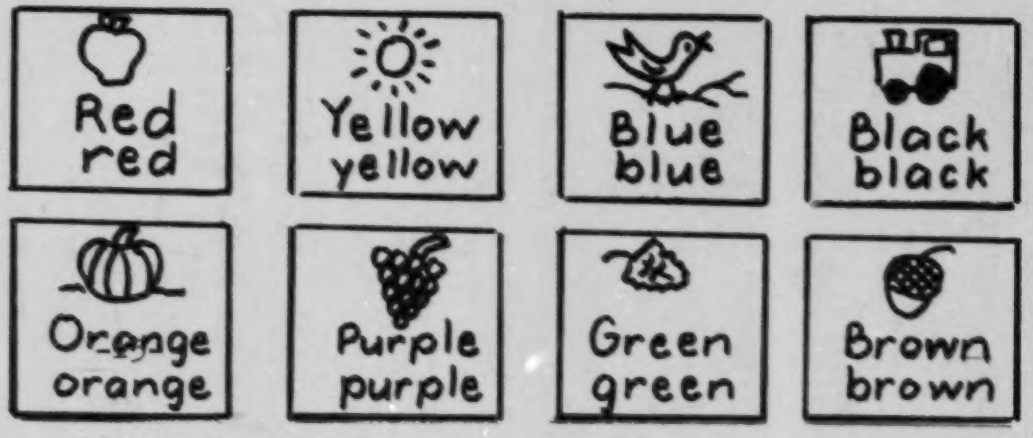


Children place colors on tree on correct color word.

My Color Chart

To be displayed at all times.

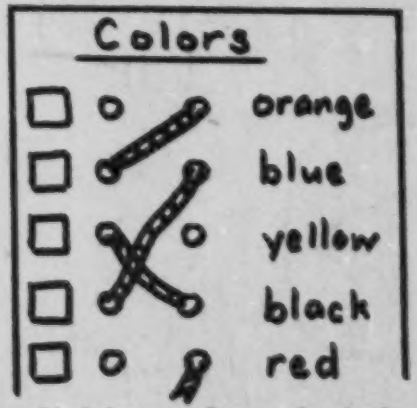
Red Yellow
red yellow etc.



PRIMARY

VISUAL DISCRIMINATION

Objectives	Activities
Recognize and name colors (cont'd).	The names of the colors can be quickly learned by making cards with the color on one side and the name on the other. Shoe laces are cut in two and half a shoe lace is connected to each color. A hole is punched beside the color name. The child connects the color and its name with the shoe lace.



COLORS

orange

blue

yellow

black

red

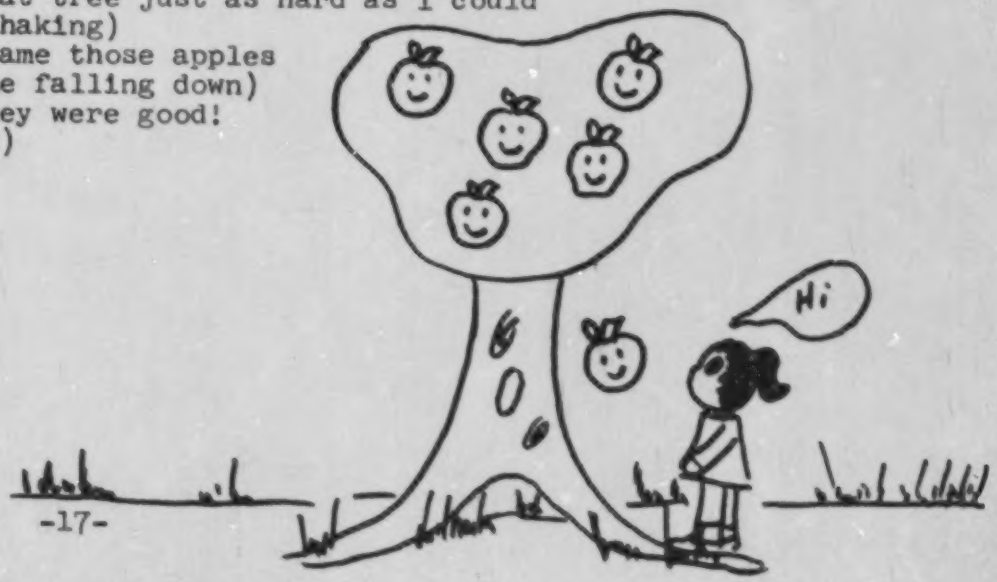
With a fishing pole and string a child fishes in a box. When he catches a fish he must name the color.

Differentiate between various shapes and sizes.	Direct attention to an object in the room. Have children find objects that are larger, smaller, and the same shape. By comparing concrete objects, children are led to comparing more abstract figures. Simple geometric forms such as squares and circles are compared as to size and shape.

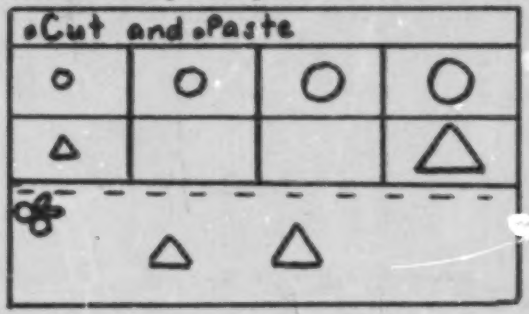
PRIMARY

VISUAL DISCRIMINATION

Objectives	Activities
Differentiate between various shapes and sizes (cont'd).	Cut out objects in shape of circles, triangles, squares and rectangles. Display them in the room. Expand the concept by showing that circles may become faces or balloons. Triangles may become Christmas trees. Indian teepees become clown hats. Triangles and circles can become an ice cream cone. This promotes gross identification of geometric shapes. Here's a ball, (thumb and index finger) and here's a ball (two hands). And here's a ball you see. (both arms) Shall we count them? Are you ready? One, two, three. (Repeat actions) Use finger plays to further develop concepts of size and shape. Way up high in an apple tree (point up) Two great big apples looked at me (take fingers and form two round balls) I shook that tree just as hard as I could (pretend shaking) And down came those apples (hands come falling down) Hm-m-m, they were good! (rub tummy)



Objectives	Activities
Differentiate between various shapes and sizes (cont'd).	Cut out circles, squares, triangles and rectangles in various sizes. Have the child arrange them according to size or form in sequence. The diagram that follows may be placed on a flannelboard or ditto.



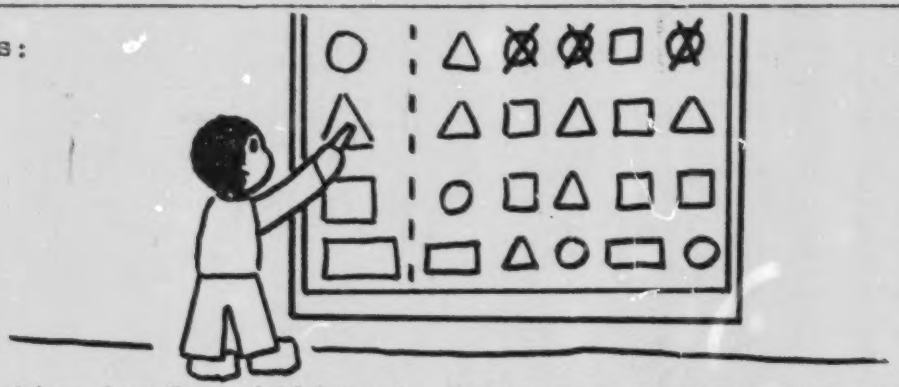
The child can arrange the forms from smallest to largest. An envelope clipped to the back of the board should contain identical pieces which a youngster is to match to the objects on the board.

Assemble sets of objects on pictures of objects to be arranged in order from largest to smallest (nest of cans, buttons, blocks). These sets can be of different levels of difficulty depending on the number of objects in the set and the ease of discriminating between various sizes. Have pupils begin with easier sets and progress to more difficult ones.

Mount pictures of related but not identical objects in series of threes such as: ring, bracelet, necklace, or key, lock, door. Have the children arrange each series according to the real size of the objects progressing from largest to the smallest.

PRIMARY

VISUAL DISCRIMINATION

Objectives	Activities
Differentiate between various shapes and sizes (cont'd).	Matching shapes: 

Through observation involve children in discussing various sizes and shapes related to environment and experiences. Example: Ask the children what shape they have formed while sitting in the circle.

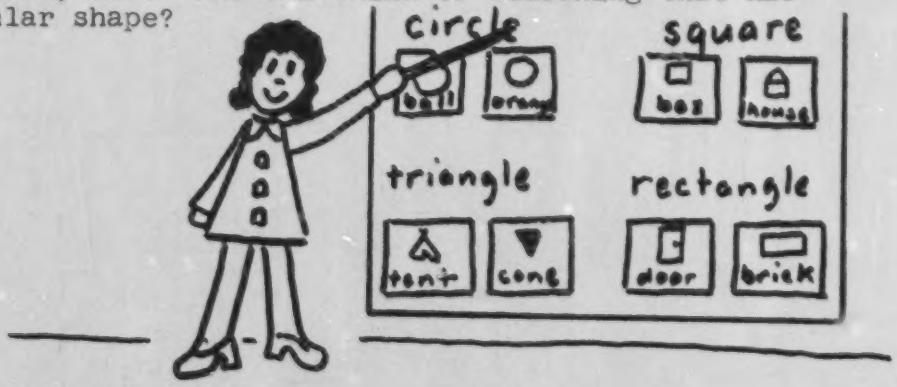
Children could make booklets entitled, The Circle Book or The Triangle Book. Pages may be cut in the particular shape and children could either cut out pictures of circular objects or draw pictures of these objects.

Shapes and Objects

Children try to think of things around them that have a certain shape.

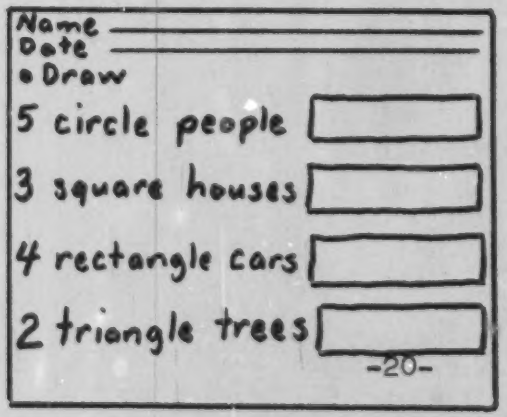
Objectives	Activities
Differentiate between various shapes and sizes (cont'd).	Shapes and Objects (cont'd)

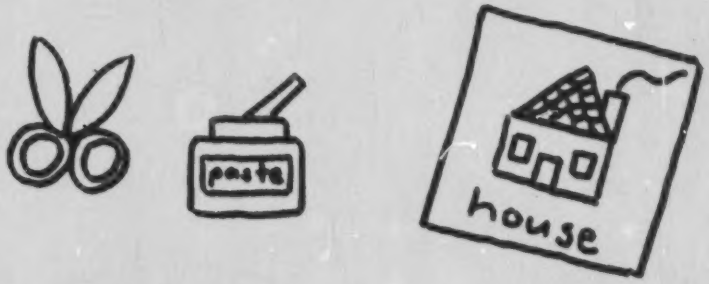
Teacher--There are many things around us that have circular, rectangular, triangular and square shapes. Can you think of any? Think of things in your neighborhood, around the school, etc. Who can think of something that has a circular shape?



Drawing Shapes

Children draw objects with shapes according to directions. Add color words to the directions. Example: Draw three yellow square houses.

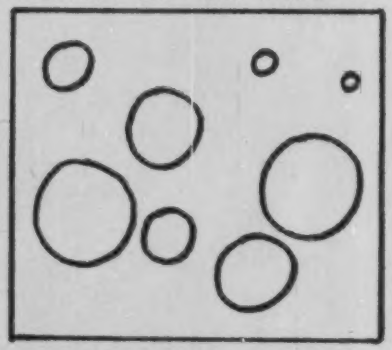


Objectives	Activities
Differentiate between various shapes and sizes (cont'd).	Drawing Shapes (cont'd) Draw or cut pictures from magazines that have rectangular, circular, triangular and square shapes.  Envelopes may contain pairs of circles or other shapes of many sizes. Children are to pair the shapes of same size. Envelopes may contain pictures of dishes, cutlery, pots and pans cut from catalogs. Children are to match the pairs. On sets of 6" x 10" cards, 2" squares are marked off. In these squares, smaller circles, triangles, and squares of red, green, and blue paper are pasted. Two-inch squares with similar designs and color are made. These are to be laid over those on the larger card.

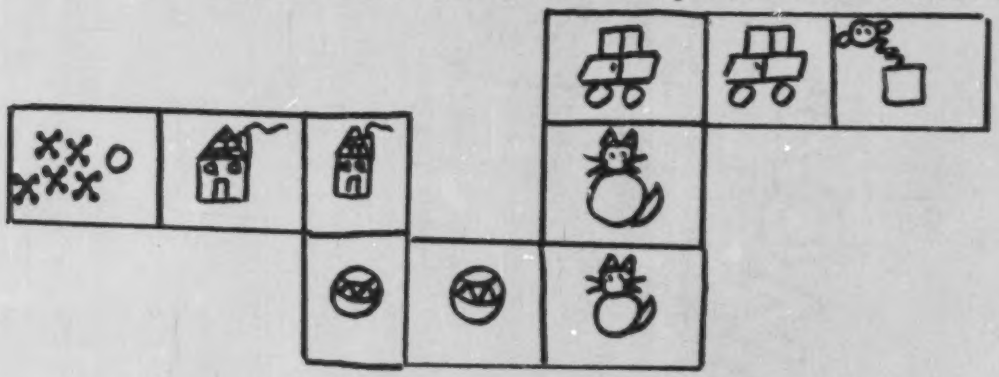
PRIMARY

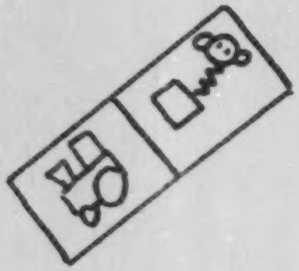
VISUAL DISCRIMINATION

Objectives	Activities
Differentiate between various shapes and sizes (cont'd).	Cut out circles making duplicate sets of each pattern and paste on folders. The children are to place the second set of circles under the matching circles. An envelope is needed on the back of the folder for holding the loose circles.

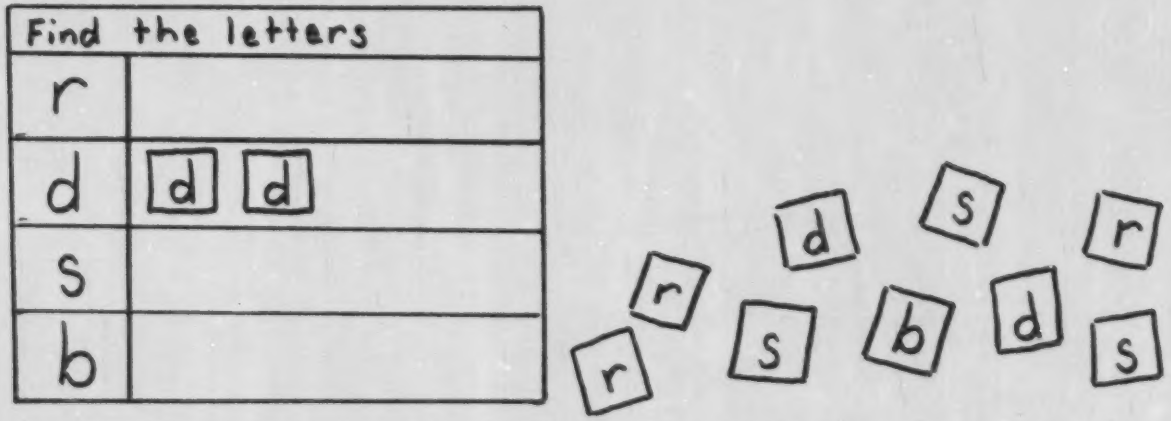


With two pictures on each 2" x 4" card, the children are to match pictures similar to the game of dominoes. Some cards have matching pictures, and others have pictures that are not alike. Each child draws six cards and proceeds as in dominoes.





Objectives	Activities
Differentiate between various shapes and sizes (cont'd).	Four letters are cut for each letter of the alphabet, using different colors for each letter. One letter is pasted on the 6" x 9" card, and the other three letters are pasted on 1 3/4" square cards. The children are to match the letters.
Interpret pictures.	Help the children to grasp the implications of situations depicted in pictures. Children may tell the story they see portrayed in a given picture. They should be able to substantiate their story by pointing out details in the picture. Involve children in picture interpretation when reading story books. Ask such questions as: Who is in the picture? What is the person or animal doing? How do you think the person feels? What are the people saying? Pictures from magazines may be mounted and the above questions may be used to interpret actions or events depicted.



PRIMARY

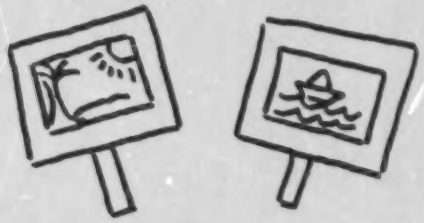
VISUAL DISCRIMINATION

Objectives	Activities

Interpret pictures (cont'd).

Picture Paddles

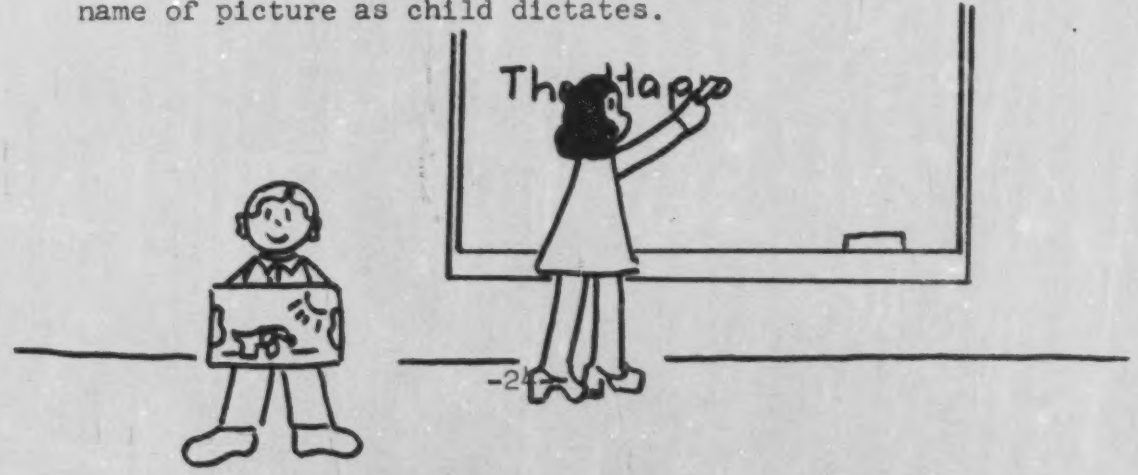
Mount action picture on small pieces of tagboard cut like a paddle which can be easily handled by a child. Children can tell stories about the picture to each other, to all the children, to the teacher or into a tape recorder.



Child can paint a picture at the easel and at evaluation time may share the story depicted by picture with the rest of the children.

My Own Story

Children are given pictures to interpret. Children draw their own pictures and interpret in a discussion group. Teacher writes name of picture as child dictates.

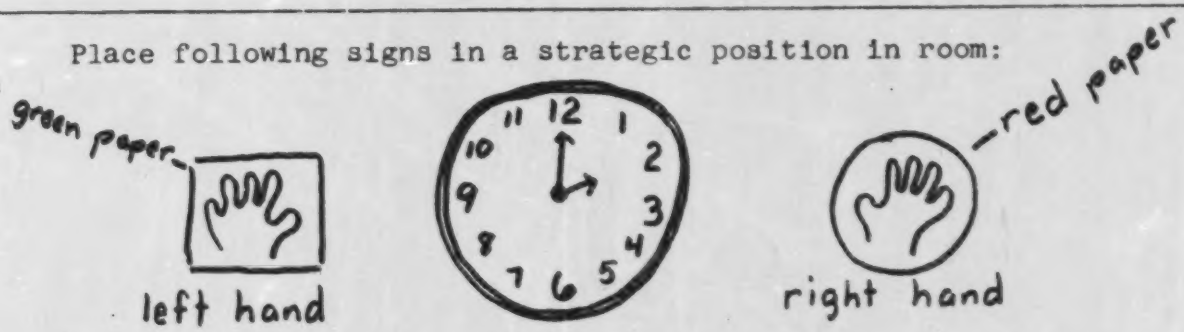


Objectives	Activities
Interpret pictures (cont'd).	Children may interpret the pictures and dictate the story to the teacher. Children may interpret their own drawings. A sentence or two may be written directly on the drawing. Scrapbooks of magazine pictures may be made. A sentence may be dictated by the child and written on each page. Books may be made about cars, colors, seasons, etc.
Look at lines on the page from left to right and from top to bottom.	Have the children identify their left and right hands. Through games, have the children identify the left and right side of the chalkboard.

PRIMARY

VISUAL DISCRIMINATION

Objectives	Activities
Look at lines on the page from left to right and from top to bottom (cont'd).	Place following signs in a strategic position in room:



This is excellent for teaching pledging the flag. Look at the clock, use the hands to the right of the clock on the red paper.

Use games such as "Looby Loo" and "Hokey-Pokey" to reinforce the concept of left and right.

Count or name objects or pictures going from left to right.

Can You Help Them?

Children are told to get something from either the left or right side of the room. These things are made available by the teacher. Example: Things are placed on both the right and left side of the room.

Objectives	Activities
Look at lines on the page from left to right and from top to bottom (cont'd).	Can You Help Them? (cont'd) Teacher--"John, would you go to the left and bring me the box?" "Mary, would you go to the right and bring me the eraser?"

Left and Right Hands (Can be used before studying left and right)

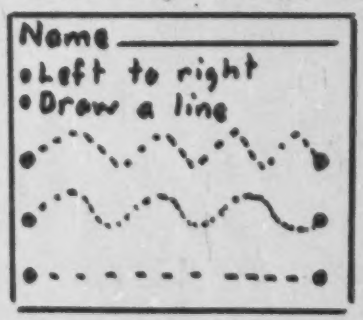
Children trace hands. Cut them out and tape on left and right sides of the desk.

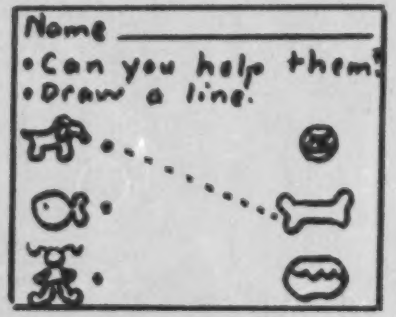
Teacher writes left and right on hands.

PRIMARY

VISUAL DISCRIMINATION

Objectives	Activities
Look at lines on the page from left to right and from top to bottom (cont'd).	Simple dittos may be used for follow-up activities.





Have the children follow the teacher's hand as it moved from left to right and from top to bottom in reading from the chalkboard and experience charts.

Play the "Top-Bottom Game." One child names an object found in the top half of the room and then calls on another child to name an object in the bottom half of the room. The teacher may set the half-way mark in the room.

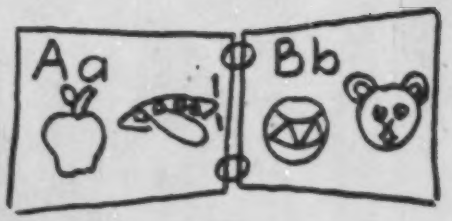
Top	Bottom
Clock	Chair
Ceiling	Floor
Picture	Buggy

PRIMARY

VISUAL DISCRIMINATION

Objectives	Activities
Look at lines on the page from left to right and from top to bottom (cont'd).	Take a large carton and direct children to place objects either on top of carton or on the bottom such as: Put the block on the top carton. Put the ball in the bottom.
Know the name of each letter in the alphabet and be able to make visual and auditory discriminations of the letters.	From letter cards or blocks, teach the children to name each letter presented in isolation. First, individual letters are introduced in one case. Example: Upper case A. As the letter is mastered, a new letter, in the same case, is introduced. Example: Upper case B. Then the child makes distinctions between the two letters taught. Introduction of individual letters and comparisons of these continue through the introduction of the alphabet. All upper case letters should be developed first and then lower case letters. Following the introduction of upper and lower case letters, children can begin to match these (Aa, Bb). From the first day of school, have the alphabet cards out in complete display somewhere in the room. Letters of the alphabet may be cut out from sandpaper or yarn and mounted on pieces of tagboard. The children may trace over the letters with their fingers and get the feeling of the shape of the letters.

Objectives	Activities
Know the name of each letter in the alphabet and be able to make visual and auditory discriminations of the letters (cont'd).	Game--Children may use clay to form letters at playtime. Each child may make an "A" book, "B" book and continue with the individual letters. After making the individual books, child makes his own ABC book. Pictures can be drawn or cut from magazines.



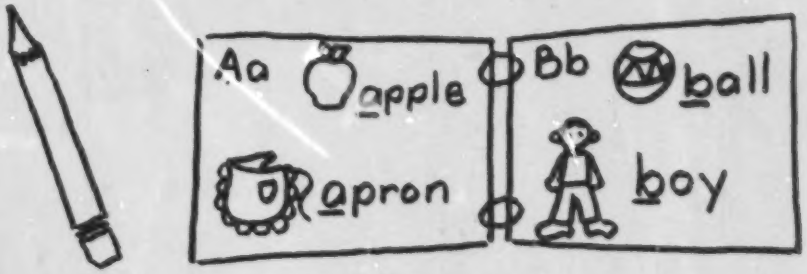
Child may also illustrate by cutting pictures out of magazines beginning with respective letters. This would be an independent work activity in making a large alphabet book with the whole class contributing.

ABC Books

For children who have trouble, use tactile approach. Write the letters on sandpaper, or use yarn or felt to make letters. Let children trace letters with fingers. Let children follow dots with pencil or crayon. Writing on the blackboard is also great fun.

PRIMARY

VISUAL DISCRIMINATION

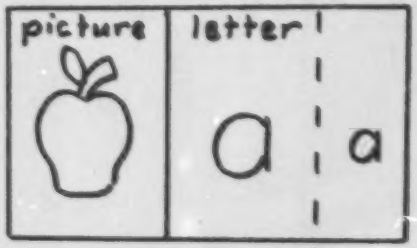
Objectives	Activities
Know the name of each letter in the alphabet and be able to make visual and auditory discriminations of the letters (cont'd).	Letters made of solid plastic are available for children to handle or to match, or integrated arts teacher may help make some of wood. Make an alphabet book. Have the teacher put the word under the picture.  As the children learn each letter of the alphabet, place each letter on a flashcard. After the children learn the first two letters, have them use the flashcards to compare them. As the letters are presented in progression continue the comparison. The teacher may make upper case or lower case lotto cards. The child has an envelope with colored squares. The teacher calls out the name of a letter. The child then covers the letter that has been called until his card is completely filled. Bingo rules could also be used in playing this game.

PRIMARY

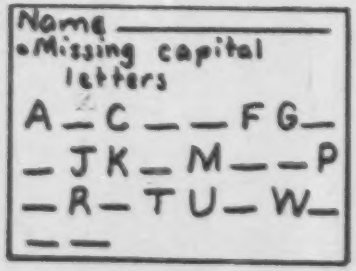
VISUAL DISCRIMINATION

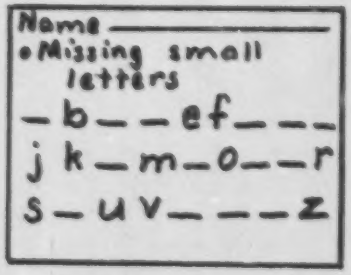
Objectives	Activities
Know the name of each letter in the alphabet and be able to make visual and auditory discriminations of the letters (cont'd).	<u>Letter Families</u> Teacher explains that each letter has a family. Capital and small. Teacher--"We are going to play a game with our letter families. When you choose a card one of the members will be missing. Can you find it?" Child --Chooses letter from small letter bag or box. He looks for the capital letter. (Other letters may be placed along the chalkboard.) Children might even like to take pictures. Then they could alphabetize the pictures after they are developed. Alphabet Game--Letters can be printed on flashcards and children may quiz each other or may play a matching game. <u>Example</u>: A a D d **Match larger letter with smaller letter** First make a picture card alphabet. Then make a set with a picture and the appropriate letter. After the children have worked with these in teams, make the following self-selection and self-checking activity: **Draw or paste** pictures in the last column. Give the children a box of ABC's to match the letters to the pictures.

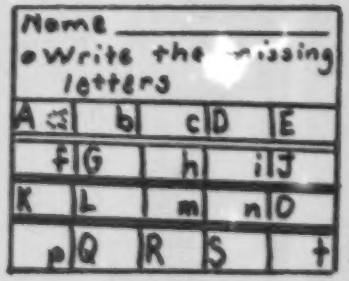
Objectives	Activities
Know the name of each letter in the alphabet and be able to make visual and auditory discriminations of the letters (cont'd).	(cont'd) Place the answers on the folded flap so the children can check their responses.



After the alphabet has been mastered to some degree, the following dittos can be used for reinforcement and follow up:



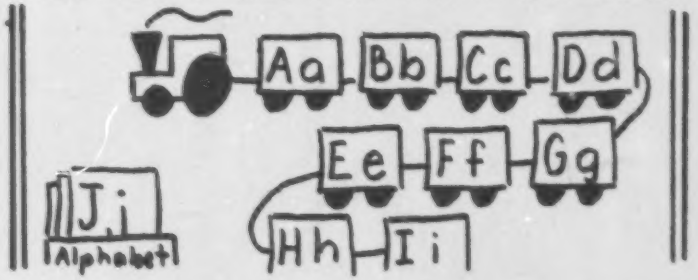




Write capital or small missing letter, etc.

PRIMARY

VISUAL DISCRIMINATION

Objectives	Activities
Know the name of each letter in the alphabet and be able to make visual and auditory discriminations of the letters (cont'd).	Bulletin Board--Add a Letter Train bulletin board. Add a letter to the train as each one is discussed. 
Identify identical and varying letters in words.	Make word cards noting differences in initial consonants for words such as: he - me got - hot so - go had - lad Cards can be placed on chalk tray and have children discuss the differences. Another set of cards noting differences in final consonants could be made to extend this skill such as: his - hit not - nod but - bug hop - hot A third set of cards to note medial differences could also be made such as: swim - swam duck - deck hip - hop hot - hat

PRIMARY

VISUAL DISCRIMINATION

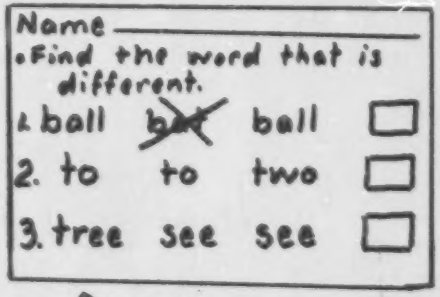
Objectives	Activities
Identify identical and varying letters in words (cont'd).	Initial and final consonants and medial consonants or vowels could be "color coded" in the introductory phase. Move from color coding to conventional print.

Have the children find the letter form which is different in a list of paired words.

A	B
some	come
rub	run
same	some

I Know My Words (ditto)

List of words grouped in three's. Word that is different is crossed out. A picture is drawn for the crossed-out word.



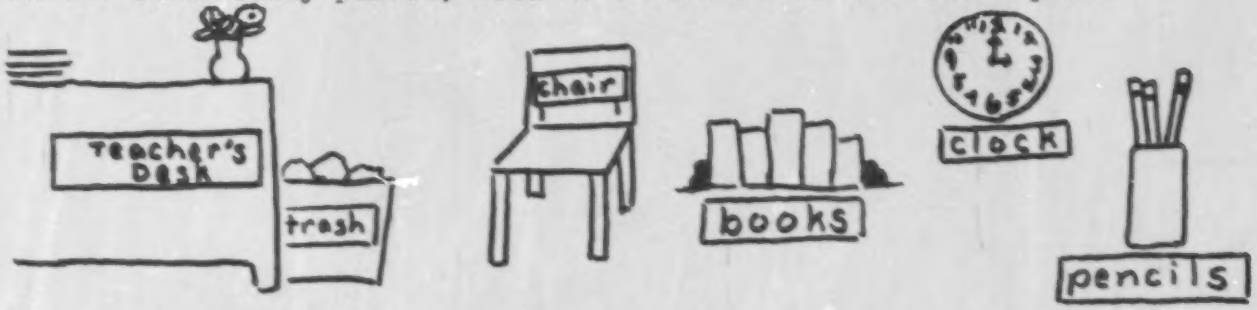
Flip cards

Child moves **strip** through slot to make new words.

PRIMARY

VISUAL DISCRIMINATION

Objectives	Activities
Recognize words at sight.	Once a word has been introduced, have the child see that word many times in experience charts and readers.
	Label objects and pictures in the classroom. At a later date place labels incorrectly on objects. Children, once they observe the labels incorrectly placed, will move them to the correct object.



Take words from an experience chart. Write on these word cards. Place in envelope attached to chart. Child matches words.

Recognize words at sight (cont'd).

Place objects in a basket. Make word cards for each object. Have children match the word cards to the appropriate objects. Place on a table with other independent work activities for self-selection.

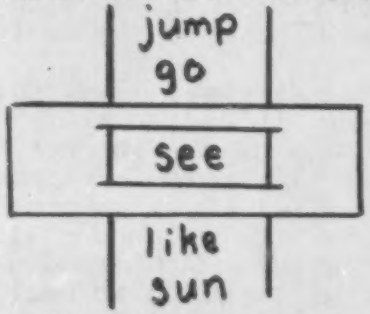
Flashcards may be used to develop speedy recognition of introduced words. Print these words on tagboard cards and ask children to identify them. If a child cannot identify a word, give him the card with the word on it. Have him hold this card until the next day when he again tries to identify the word.

This game is called "Camera." Instruct the children to shut their eyes while you write a word on the board. When you say "Click" the children are to open their eyes and "take a picture" of the word on the board. Remind the children to take their pictures quickly because you will erase the word as soon as they open their eyes. The teacher then calls on someone to "develop his film" and tell the class what word was written on the board. (This is particularly good as drill in easily-confused words such as horse--house, when--then, was--saw, what--that.)

Place a transparency with familiar words on the overhead projector. Expose the words one at a time at a consistent rate. Children call out word. Teacher then shows the word so children can see the correct response.

For a variation, type words on primary typewriter on a single sheet. Expose words by moving index cards down the page. Keep list of missed words. Put these on flash cards for the child's personal word file.

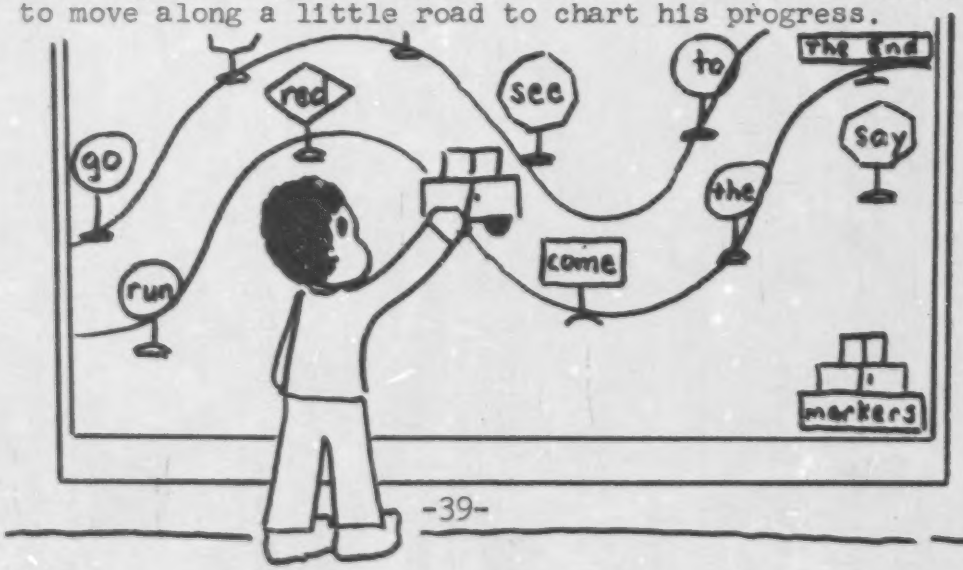
Objectives	Activities
Recognize words at sight (cont'd).	Make a hand tachistoscope using words from the basal vocabulary and/or the Dolch Basic Sight Vocabulary. Expose these to the child at a consistent rate. Children can be taught to expose words to each other and can work with these in pupil teams.
Recognize phrases.	Prepare copies of an exercise where phrases which contain the new vocabulary words are put in a box. Have the children draw sketches illustrating the phrases. For reinforcement of new words, play this game called, "Phraso." Give pupils another copy of the preceding exercise. Cut one sheet along the lines of the ten designated phrase boxes. Shuffle the order of the phrase slips. Select two pupils to take turns reading the slips orally. As a phrase is read orally, the players in the game will mark an "x" in the appropriate box on the exercise sheet. Then each child may check his immediate response by matching it with the phrase strip from which the caller has read the phrase. Players whose responses are all correct win at "Phraso."



PRIMARY

VISUAL DISCRIMINATION

Objectives	Activities
Develop a sight word vocabulary.	Ask each child to bring a small box to class in which to file 3" x 5" cards. Have the group make alphabetical index tab dividers for the file. Distribute 3" x 5" cards for the words. Select a group of words and write them on the chalkboard. The children then write each word on a separate card and file it alphabetically. Have the class suggest additional words which may be included in each file. Throughout the year, additional words should be entered in their files. Individuals should be encouraged to add words of their own. Children keep their files at their desks to facilitate continuous use and growth of the file. Upon completion of a unit, a path constructed from paper can be put upon a bulletin board. A child takes his marker he has chosen and identifies each word as he moves from one word to another along the "road to success." When a child makes an error, he places his marker next to the word missed, and the next takes his turn. The next day the child begins by correctly identifying the word he missed previously and then moves on. Give each child a name card to move along a little road to chart his progress.



PRIMARY

VOCABULARY DEVELOPMENT

WORD ATTACK SKILLS

PHONETIC ANALYSIS

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Understand the relationship between sounds heard and the symbols.	Help children recognize that words which have the same sounds may contain the same letters. Children's names may be used and a chart made to show children that we have names that begin the same.

My name begins with....

Aa	Bb	Cc	Dd
Ann	Bob	Carl	Dan
Andy	Barbara	Connie	Donald
Amy	Betty		Denise
			Don

Game--Teacher, when asking children to get their coats, may say, "All of my friends whose names begin with sound "j" may get their wraps.

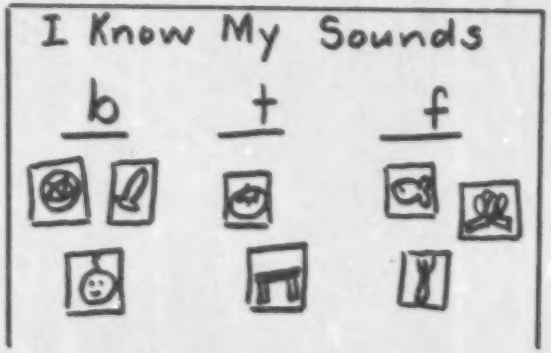
Make a set of cards which contain two words with the same beginning sound. Cover the cards with acetate so that children can circle the parts that are alike with crayon.

Experience charts may be used to find words which contain similar sounds. Ask the children if they hear the same sound at the beginning, middle, or end of the word.

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Understand the relationship between sounds heard and the symbols (cont'd).	**Find Initial Consonants** Duplicate stories containing many words which have an initial consonant the teacher wishes to emphasize. The child is to circle the words which begin alike. **Sort Pictures** Children are to sort pictures according to sound. They place them in the proper places on the cardboard.

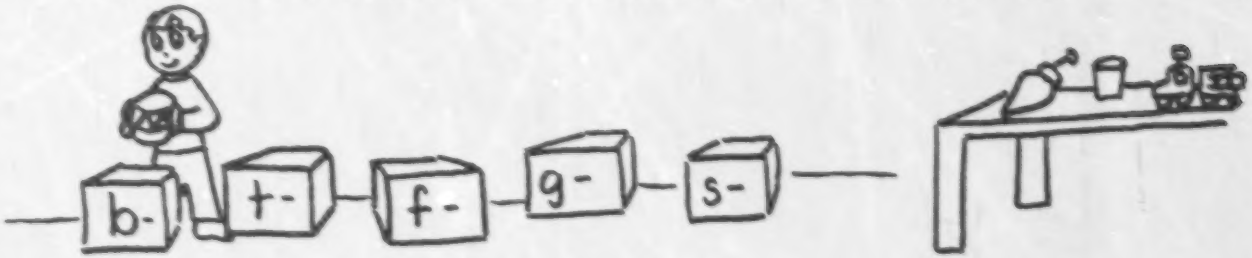


Six Words

The teacher says a series of six words. One has a different initial sound. There are corresponding cards for the six words she repeats. The child places them in a pocket chart omitting the different one.

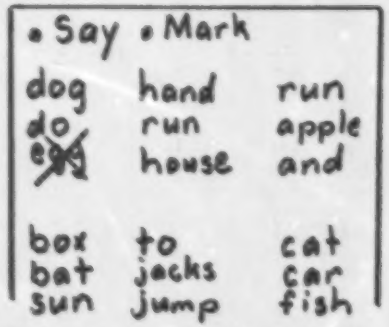
PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Auditory perception of initial consonants.	The teacher may read humorous stories which emphasize a particular beginning sound. She prefaces the reading by asking the class to listen for words which begin like ball. After the story has been read, the children tell her the words.
Identify initial consonants.	Label boxes with initial consonants. Have the children place objects with the corresponding initial consonants in the appropriate boxes. 
	To introduce a letter of the alphabet to the children, print the letter on chart paper. Ask the children to bring in magazine pictures beginning with the letter to place on the chart. Avoid using pictures beginning with consonant blends.
	List on the chalkboard words from the children's sight vocabulary, such as cake, take and bake. Have each word pronounced. Draw attention to the initial consonant by writing it in a different colored chalk. Ask children for other words that are like cake except for the first sound. Words such as make, rake and lake may be mentioned. Write these on the chalkboard with the other words.

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Identify initial consonants (cont'd).	Lead children to make initial consonant substitutions in other words. Words should be written on the chalkboard in each case so that children may see the change as they hear it. In order to help children make new words by initial consonant substitution, alphabet cards posted across the front board may be referred to. An ending from sight vocabulary such as and would be written on the chalkboard. Then the class would go through the alphabet letter by letter trying each in front of the and to see if a new word could be formed. This activity serves a dual purpose in that it also draws attention to the alphabet and alphabetical order. Make lists of words with the same initial consonant. Make lists of words with the same initial consonant except for one or two. Child selects the different one.  Make a game of sets of words beginning with same sound. Arrange them in columns under proper letter.

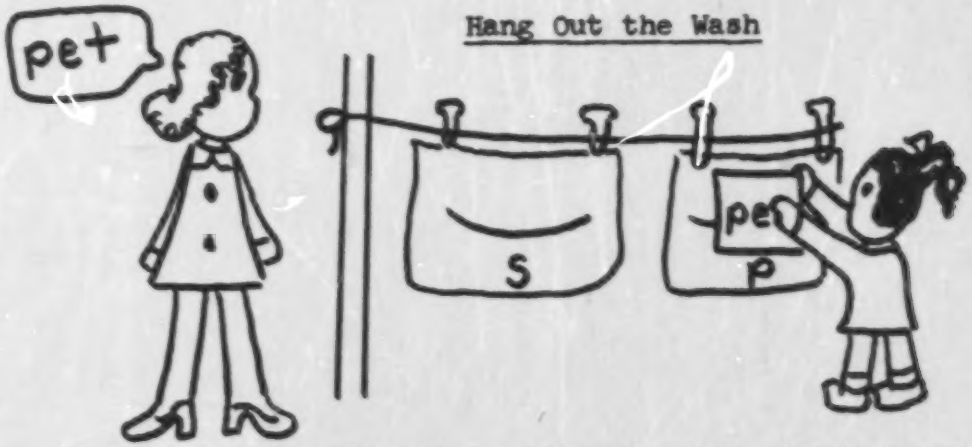
Objectives	Activities
Identify initial consonants (cont'd).	Stories are duplicated containing many words that have the initial consonant that is being learned and given to the children. The children should be able to read the story and then they are to circle all the words that begin with a designated consonant. Later, endings may be used in the same way. After the children have mastered these two steps, they are asked to underline the designated initial consonant with a green pencil and the ending with a red pencil. Place words on flashcards in some type of box or bag. Have the child take out a flashcard and pronounce the word. Then have the child say another word with the same beginning sound. These activities can also be adapted for final consonants. Game--To practice initial consonants. (Small groups) Teacher distributes two word cards to each pupil in a group and pronounces a word. Each child reads his words and hands the teacher a card containing a word that begins like the one she pronounced. Example: The teacher pronounces the word "home" (h). A child may hand the teacher a card which has "hen" or "hat" on it. This procedure is continued until all the words have been collected. These initial sounds are chosen from the immediate reading vocabulary. Usually two or three initial sounds are used during a period.

Objectives	Activities

Identify initial consonants (cont'd).

This same idea could be used for working with blends. Ditto or Teaching Bulletin Board.

Hang Out the Wash

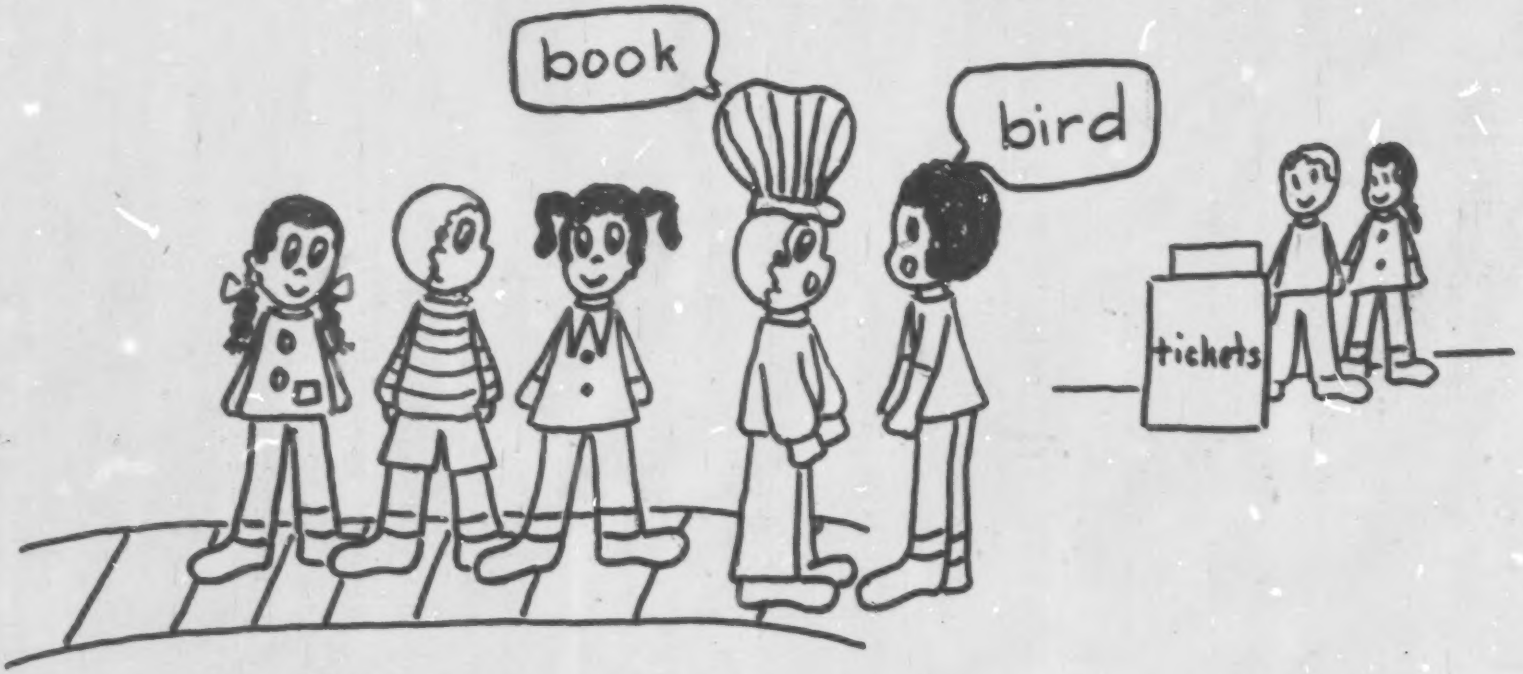


Teacher--As I call out a word, place the initial consonant on a bib on the line to dry.

Streamlines (These activities can also be adapted for final consonants.)

After the children have had some experience identifying initial consonant sounds, a leader is chosen to be the engineer. The engineer stands in front of the class on a make-believe (or imitation) railroad track and says a word such as "book." Thereafter, each pupil "pays his fare" by giving a word beginning with the chosen consonant. The leader may at times call for other beginning sounds.

Objectives	Activities
Identify initial consonants (cont'd).	(cont'd). As each player "pays his fare" he boards the train by standing in line behind the engineer. When the train is complete, the players place their hands on the shoulders of the one in front and the train travels about the room, dropping off passengers as they arrive "home."



Game--"I Spy"

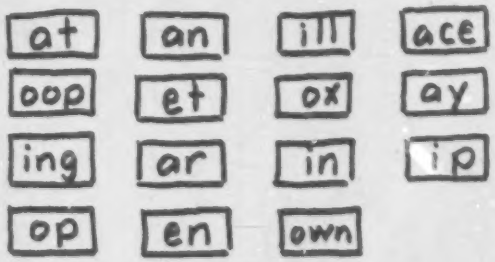
"It" comes before class and says, "I spy something that begins with w", (etc., through other consonant sounds). The winner becomes "it."

Objectives	Activities

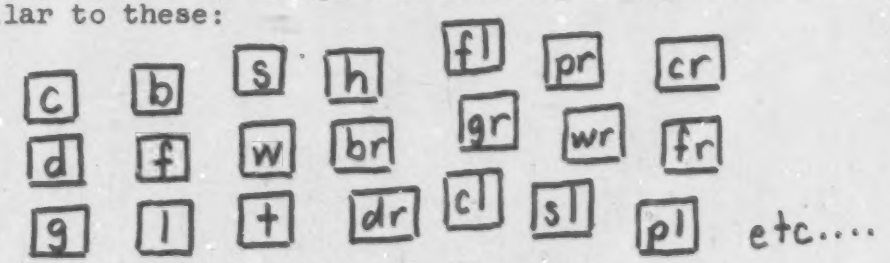
Identify initial consonants (cont'd).

Matching Initial Consonants and Blends

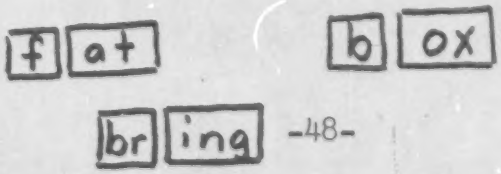
Prepare a set of cards similar to these:



Prepare a set of small squares with beginning consonants (and/or blends) similar to these:



Turn the small squares upside down on the table and mix up. Each player chooses one in turn and makes as many words from the word endings as he can. When he can make no more, or when he misses one, the next player to the left will draw and repeat. The player having the most to his credit at the end of five draws wins.



PRIMARY

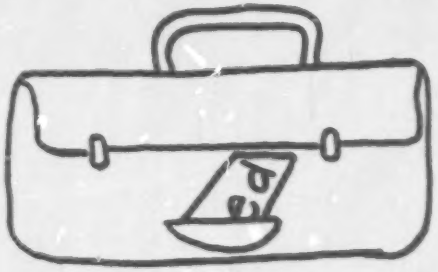
PHONETIC ANALYSIS

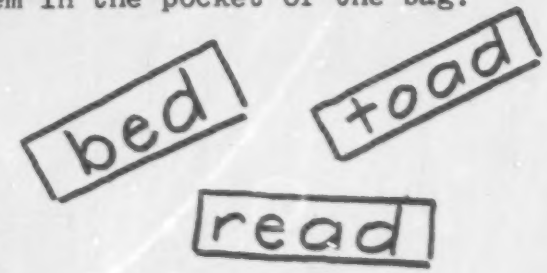
Objectives	Activities
Identify final consonants	Divide a paper into boxes. In each box on the right side, place a final consonant the class has studied. Child is to make a picture of a word which ends with that sound. Divide a paper into boxes. Place a picture in each box which terminates with a known consonant. The child is to write the final consonant. Use a pocket chart or a large cardboard. Label the columns with a specific letter or picture. The child is to arrange a set of pictures or word cards according to the final consonant. This may be adapted to a cut-and-paste ditto. Place in a basket a group of objects ending with the same final consonant. As the child lifts each object from the basket, ask him to pronounce its name. Lead the child to discover that the names of each object ends with the same final consonant. Give the child two sets of objects, one set ending with d and one set ending with b. Write the letters d and b on individual cards and have the children place the objects near the appropriate letters. Final and medial consonant substitution is done in a similar manner to those suggested for initial consonant substitution. Note the words hit and hid, and lead the child to recognize an unkown word except for the final consonant. A sentence of this kind may be used: The boy hurt his hip.

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Identify final consonants (cont'd).	Make a school bag with a pocket. Slip a word card into the pocket of the bag ending with the letter d. Ask the children to make other word cards ending with d and place them in the pocket of the bag.





Words may be arranged in columns including some with final consonants. Some exceptions are to be included and identified by the child. This may be done on dittos, or in card games, or on chalkboard.

To train the child's ear the teacher gives a word like big and encourages the child to suggest words that end with the same sound. These can be listed on the board and parts that sound alike may be underlined.

To individualize, the child may write his own jingle book to illustrate word families, such as:

I saw a pig.
He was big.
He danced a jig with a fig.

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Identify medial consonants.	The teacher says three words such as: bottle, kettle, riddle or rubber, little, ribbon Ask the children to repeat the words with the same medial consonant sound. The teacher may then say three words one of which has a different medial consonant sound. Have the children listen and then have them say the two words that have the same medial consonant sound. Instruct the pupils to listen to the consonant sound heard at the beginning of the word bird or bug, or at the end of the word tub or rub. Pronounce the word rabbit. Ask pupils in what part of the word they heard the sound that they heard in the other words. Pronounce a group of words, two of which contain the same consonant sound in the middle (ribbon, supper, pebble). Ask children to say the two words that have the same consonant sound in the middle. This may be followed by a chart of lists of words for reinforcement. The teacher pronounces a list of words. The children, on a numbered sheet, write what medial sounds they hear. A ditto may be prepared which has been divided into boxes. Each box contains a picture. The children are to write the medial sound. Sets of picture cards may be used with a corresponding set of cards printed with appropriate medial sounds. The children arrange the cards in proper pairs. This may be done individually or by a team.

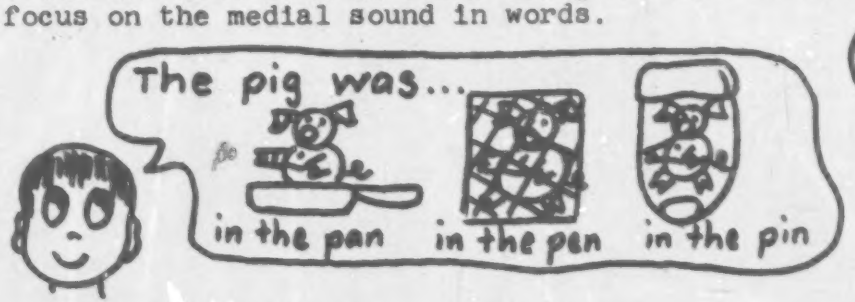
PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Identify medial consonants (cont'd).	Now that the children have been introduced to differences in sounds of the short vowels, further practice should be given in context reading. Multiple choice sentences can be given that will make the children focus attention on the medial sound. Example:

The cat sat on the (rig, rag, rug).
The pig was in the (pan, pen, pin).

Have the children work in teams using multiple choice sentences to focus on the medial sound in words.



Choose the vowel that will make the word needed in the sentences.

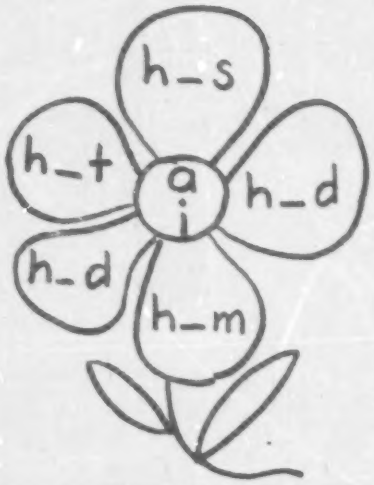
Ben _____the ball.

Mike _____freckles on his face.

Jill _____a duck

Dad likes to eat _____.

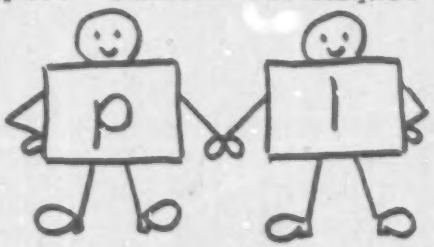
Lad _____the bone.



PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Identify consonant blends.	Use a series of pictures beginning with the consonant blend bl. Find pictures of the colors blue, black, and of block, blimp, blouse. Ask the children to see and say the sound representing the blend in the word. The teacher says, "At the beginning of each of these words we hear the bl sound when we say the words blue, etc." Lead the children to understand that the letters l, r, and s in combination with other consonants seemingly produce a blend. Write the word pay and have it pronounced. Change the word to play and have it pronounced. Lead the pupils to notice the difference in these words. Utilize such words as slow, glad, and fly to emphasize the principle. Similar techniques can be used with r and w.



Place these words under the word below that begins with the same blend:

from drop slip

Make some words of your own that begin with the proper blend.

freezer drum slice

Write the words under the correct initial blend.

close black bleak
fly please flower

cl pl bl fl

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities	
Identify consonant blends (cont'd).	Make a ring around the initial blend in each word. Think of another word with the same blend and illustrate. 1. try _____ 2. sneeze _____ 3. flower _____ 4. clock _____	Think of words beginning with the following blends: Draw them. pl sl sp dr fl gl gr cl sp
	Think of words that begin with initial blend in the blank. Draw the picture. 1. The apple is on the pl_____. 2. The cl_____ was in the circus. 3. The horse ate the gr_____.	Write the initial blend in the blank to complete the word. fr sp ___in ___ight ___om ___un

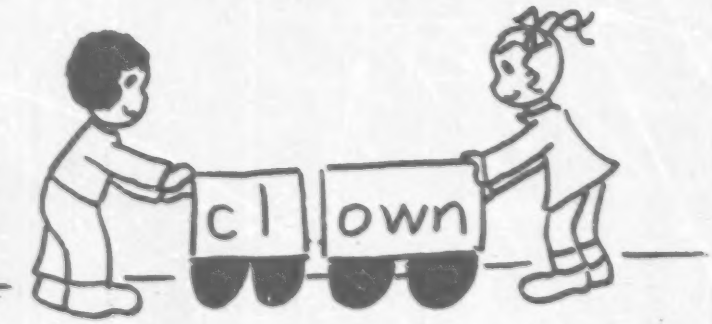
PRIMARY

PHONETIC ANALYSIS

Objectives	Activities	
Identify consonant blends (cont'd).	Choose the blend to complete the unfinished word in each sentence: 1. A fish can _____im. 2. The dog can do _____icks.	Choose the word to complete the sentence: 1. You can ride in a (train, brain). 2. I can wear the (dress, drum).

Finish each word on the left by adding the initial blend. Complete the sentence by writing the word in the sentence.

____ain	Hear the _____.
____own	The _____ has a funny suit.
____icks	The dog can do many _____.
____and	See him _____ up.
____own	I see him dressed in _____.



PRIMARY

PHONETIC ANALYSIS

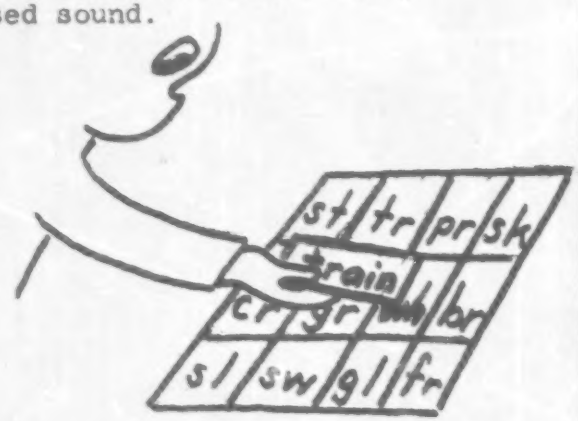
Objectives	Activities

Identify consonant blends (cont'd).

Fold 9" x 12" manila drawing paper into 12 squares and distribute one sheet to each member of the class. Cut colored paper into 1" squares to be used as markers. Give a committee one envelope for each member of the class and have them put 12 markers in each envelope. Distribute the envelopes to the class. Prepare a list of about 20 words containing the sounds you wish to stress. Only one word should be listed for each stressed sound.

A sample list of consonant blend words is:

train	store	skates
grapes	swing	broom
flag	block	present
crib	drum	wheel
sled	clock	glass
plane	spoon	frog



Write these words on the board, and keep a copy to guide you in writing the sounds once the game begins. The illustrated sheets and envelopes containing the markers may be collected and saved for reuse at the end of the playing time.

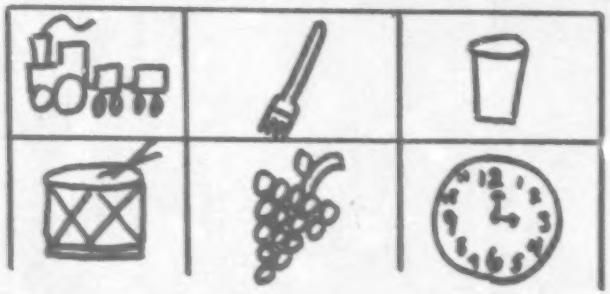
PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Identify consonant blends (cont'd).	Complete each sentence by inserting a word beginning with one of these blends: fr br gr tr pl Boys like to _____ ball. The mailman _____ a letter. My cat climbed a _____. The leaves are _____.

Have the children choose 12 words from the Sample List of Consonant Blend Words (see previous page), and illustrate one in each square on their paper. Remind the class to mix up their pictures so that they are not in the same order as the words on the board. The teacher writes a blend on the board and if the child has a picture on his paper which begins with that sound, he may put a marker on it. As soon as a child has put markers on a complete row of pictures either across or down, he says "Word-o." Teacher helps the child check his paper.

These games can be used for identifying consonant digraphs: sh, wh, ch, th.



PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Identify consonant blends (cont'd).	**Games**

Draw the Tail on the Donkey

Draw a large donkey on the chalkboard. Put starting sounds on various sections of the donkey. Choose a child and bring him to a spot a few feet from the donkey. Blindfold the child and give him a piece of chalk. Lead child to the donkey. He must draw a tail on the picture. The child makes his mark and then the blindfold is removed. He must say a word beginning with the starting sound in the section marked. If he completely misses the donkey he uses the sound located outside of the picture. If the child correctly uses the starting sound, he can now call another child up to the donkey.

Write on the chalkboard (or duplicate as independent worksheet) a vertical column with word beginnings. In a second column list word endings. By putting together the two columns, see how many words you can make.

Column I	Column II
fl	ill
fr	ing
sl	own
br	ace
pl	ay
dr	ip

Objectives	Activities
Identify consonant blends (cont'd).	(cont'd) Column I: bl, cl, sl Column II: ink, op Sliding Down the Slide Draw a slide. At the top of the slide draw a child and name him one of the blends you are trying to stress. The object is to see if this blend can slide all the way down. He can if the child can name all of the sounds he passes as he slides down. Go To the Top Of the Mountain Draw a mountain. Along the mountain, print the letters for the consonants. Put the most difficult ones near the top. At the mountain peak, put a golden egg. An eagle laid the egg at the peak. The pupils may try to climb the mountain to get the golden egg.
Identify consonant digraphs.	Show pictures of objects that have same beginning sound as cherry. cherry, children, chair church, chain Mix these pictures with other sound word pictures beginning with other consonant digraphs. Ask children to find the pictures beginning with the "ch" sound.

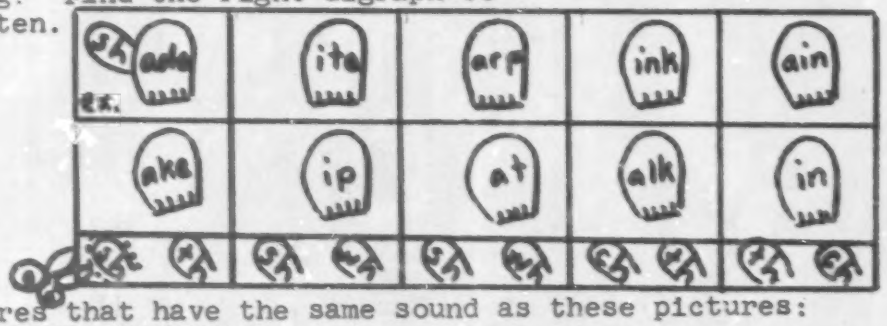
PRIMARY

PHONETIC ANALYSIS

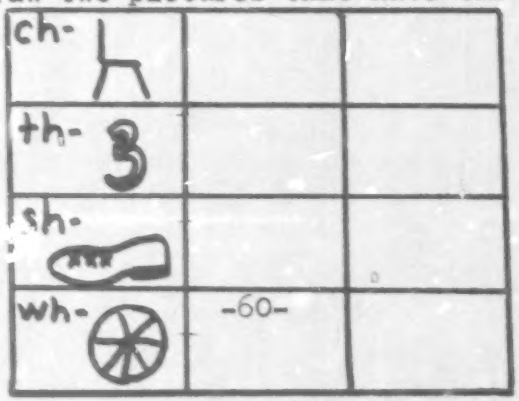
Objectives	Activities
Identify consonant digraphs (cont'd).	Write on the chalkboard three sh words such as shall, she, ship. Ask the children to look at sh at the beginning. As each word is pronounced, ask the children to listen to the sound the sh makes in each word. Ask the children to give other words which begin with this sound. Any and all the words are written on the board. Pupils may then go to the board and underline the two letters sh as they pronounce the words. Use similar procedures for other digraphs--wh, ch, th. Have children "discover" the single sound of the letters in combination.

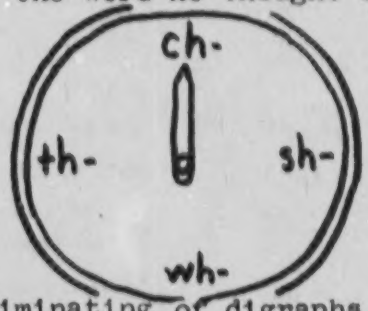
To reinforce consonant digraphs the following worksheet could be made:

What is missing? Find the right digraph to finish the mitten.



Draw two pictures that have the same sound as these pictures:



Objectives	Activities
Identify consonant digraphs (cont'd).	The teacher calls on one of the members of the class to be teacher for the day. The child-teacher turns the hand on the clock while the rest of the class thinks of a word that contains that consonant digraph. The child-teacher calls on one of the members of the class to tell everyone the word he thought of.  To reinforce discriminating of digraphs, the teacher says, "I am going to say words that begin the same as church. If you hear a word that is different, clap your hands." The teacher then pronounces cherry, chocolate, chick, shoe, chip. In the beginning the children may repeat the words after the teacher says the words. Children may also serve as leaders.
Identify long vowels with silent e.	List the following words on the board: ate home time bone line cute Have each pronounced. Lead the children to the generalization that the silent e on the end of a word usually makes the preceding vowel long.

PRIMARY

PHONETIC ANALYSIS

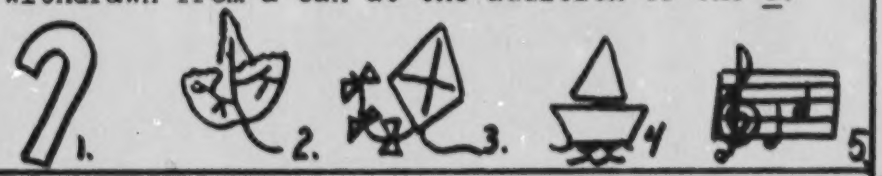
Objectives	Activities
Identify long vowels with silent e (cont'd).	Write the correct word to complete the sentence: 1. She wants a candy _____. cane, can 2. The cake is in a _____. pan, pane 3. The boy _____ the cookie. at, ate 4. I _____ you come. hop, hope 5. The sick girl looked _____. pal, pale 6. We _____ in an airplane. rid, ride 7. Jane bought some _____. tap, tape 8. The _____ bush is growing. pine, pin Mark the long vowels. Draw a line through the silent vowels. Example: ride ride rake pole use rope mule glide bake nose nice joke

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Identify long vowels with silent e (cont'd).	Write a word in a blank, mark the long vowel. side white time like I _____ ice cream . The house is _____. The school is on this _____. It is _____ to go home.
	A set of cards each having a letter of the alphabet printed on it is needed. There should be two cards for each vowel; one marked "glided" and one marked "unglided." Also, one card which has a red "e" written on it should be added. This is the "Magical e" card. Distribute one of these to each member of the class. The teacher pronounces a word and the children holding the cards which spell the word come up to the front of the room. The teacher asks the class which "o" should come up to the front. After it is agreed that it should be the short "o" the teacher asks the child who is holding the "Magical e" to come up. "What is the new word?" The children respond, "Note," and the teacher replies, "But what is wrong with the way you have spelled it?" The child holding the glided "o" card comes up to replace the child holding the unglided "o" card. This continues, acting out the change in the preceding vowel when "Magical e" is added to the end of the word. Children might act out such changes as: pin to pine hop to hope hat to hate tap to tape fin to fine cap to cape cut to cute can to cane us to use Sam to same Tim to time rip to ripe

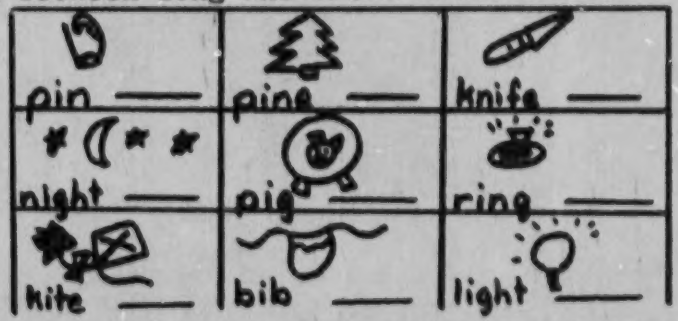
Objectives	Activities
Identify long vowels with silent e (cont'd).	To show the child how final e changes the sound and meaning of words, the teacher points out that final e makes the preceding vowel "say its own name." Wherever possible, this should be dramatized or illustrated by pictures. For example, the teacher shows how to change "cap" to "cape." She holds up a boy's cap with the word "cap" pinned to it. When she adds the e she removes from within the cap a doll's cape. Or she changes "can" to "cane." A small cane may be withdrawn from a can at the addition of the e.



cute _____	time _____	meat _____
feet _____	use _____	line _____
name _____	bone _____	gave _____
tone _____	cake _____	hope _____

Match each word's vowel sound with the one key word at the top which has the same vowel sound and write the number of that word on the blank next to each word in the three lists.

A variation of the ditto above: Have the children cut and paste the words under the appropriate picture.

Objectives	Activities
Identify long vowels with silent e (cont'd).	Detective Write several sentences on the board. Children are to see if they are good detectives by successfully finding the vowels in the words in the sentences. (Use words with final silent e.) Distinguishing between long and short vowel sounds: 
Recognize long vowels from combinations: ee, ea, oa, ay.	Present such words as feet, heat, goat on the chalkboard. Lead the children to the generalization that when two vowels come together in a word, the first is usually long and the second is usually silent. Use one of these vowel pairs to complete unfinished word in the sentence: ai ee oa ea I like milk and t__st for breakfast. Father bought chocolate ice cr__m. Stand on your f__t. Ride in the tr__n.

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities

Recognize long vowels from combinations: ee, ea, oa, ay (cont'd).

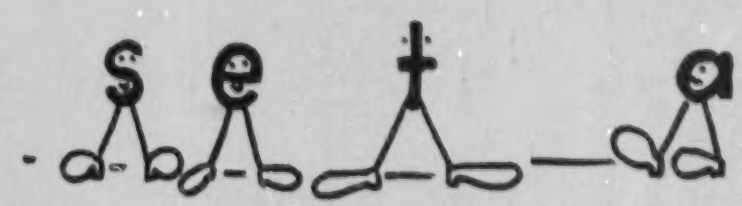
Place on the board four columns of words. Each column should consist of words which contain one of the vowel combinations, oa, ai, ea, or ee.

1	2	3	4
boat	chain	beat	feed
coat	mail	dream	seed
load	wait	leaf	keep
road	rain	teach	queen
soak	paid	seat	steel

Pronounce each word in the first column. "Do you hear the $\bar{o}$ sound?" "Does the vowel say its name?" Children read words in Column 1 and listen to the sound of $\bar{o}$. Pronounce the words in Column 2. "What vowel sound do you hear?" ($\bar{a}$) "What vowels do you see?" (ai)

Do the same for words in each column. Point out that in each word, you hear the long sound of the first vowel and that the second vowel is not sounded.

A	B	C
set	se t	seat
cot	co t	coat
men	me n	mean
fed	fe d	feed
got	go t	goat



A second illustration is to place a column of single-medial vowels on the board (column A). Have children note that they hear the short vowel sound. Then, write words in column B, leaving a vacant letter space following each vowel. Add second vowel as found in words in column C. In each case, a different word is built in which the first vowel has its long sound and the second is silent.

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Recognize long vowels from combinations: ee, ea, oa, ay (cont'd).	Place the following incomplete words in a column on the chalkboard: ____eal, ____ain, ____ay. Place this separately: p____. Ask the children which set of letters of the three in the column can be added to the p to make the word pain. Have a child come to the chalkboard, encircle the letters ____ain and then complete the word pain with these letters.
Identify short vowels.	List the following words on the board: act as and ran hand am at hat sat man Ask the children to listen to the sound of short a. They should arrive at the generalization that when there is one vowel in a word and the vowel does not come at the end of the word, it usually has a short sound. Reinforce this skill by using lists of words with other short vowel sounds. Write the missing vowels in the blanks. What sound does each vowel have? c_t b_g t_n c_t b_g t_n h_t t_p s_t h_t t_p s_t p_n g_t r_n p_n g_t r_n

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Identify short vowels (cont'd).	Complete each sentence with a word containing a short vowel. Example: He has a hat. 1. My dog _____ a man on the arm. 2. The boys _____ a hole. 3. Did you _____ the prize? 4. Joe went to see his friend _____. 5. The ice was _____, and we skated. Write a word to complete the sentence. 1. Can you play with a _____? tip, tap, top 2. The animals live in a _____. pan, pen, pin 3. The striped _____ said, "Mew, mew." cat, cut, cot 4. This is a _____ of water. cup, cut, cub

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Identify short vowels (cont'd).	Complete each sentence by choosing a word with a short e. 1. Soon Jane _____ (mat, met) a dog. 2. (Than, then) _____ she came to school. 3. Jane (get, got) _____ a toy. 4. Jane (fed, fat) _____ the animals. 5. Jane (want, went) _____ to the store.
Use r as a clue to a vowel sound.	Write on the chalkboard known words such as arm, park, burn, corn, and first. Lead students to note that if consonant r follows a vowel, the vowel probably does not stand for a short vowel, but for an r-controlled sound. Group words under proper motor sound. ar: fur, fir, car, farm, her, herd ir: er: ur: part, under, girl, bird, cur, sure

Objectives	Activities
Use r as a clue to a vowel sound (cont'd).	Prepare a ditto that shows ar says r. Match the words and pictures.

How Many Words Do You Know?

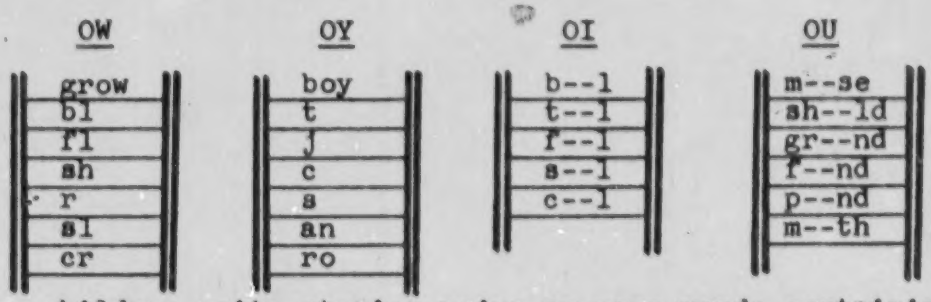
Write ar, or, ir, er, or ur on the chalkboard. Then divide the group into two teams and appoint a scorekeeper for each. Each team will then try to name, or write if possible, the most one-syllable words which contain the vowel r combination listed on the chalkboard, with the scorekeeper keeping tally of the number of words. After sufficient time has been allowed, each scorekeeper should report the words and score for his team. The teacher then names the winning team and writes another vowel r combination to continue the game. (This game can also be played using diphthongs and digraphs that the children have learned.)

Clapping Hands

Say, "I will pronounce two words. If you think the two words both have vowels followed by r, you may clap your hands. If both don't have vowels followed by r, put your hands flat on your desk." Pronounce farm-park, cape-cart, harp-hat. Pause for the correct response after each pair. In similar fashion continue using pairs of one-syllable words such as her-help, girl-firm, horn-sort, turn-cup. As the children become proficient at this game, make it more difficult by pairing words with different vowels followed or not followed by r. Example: cot-hurt, sore-fern, pat-torch, burn-harm.

Objectives	Activities
Use r as a clue to a vowel sound (cont'd).	**Partners** Make up sets of word cards for word pairs or word "families" which contain the same initial and final consonants, but have different vowel r combinations, i.e., part, pert, port, farm, form, firm, shirt, short, perch, porch, barn, born, burn, fur, far, for, fir. Have pairs of children flash these cards for each other until both can say all correctly. **First Out** Use 3" x 5" index cards to make a deck of cards, half of which has pictures and half of which has the corresponding words printed on the cards. Words with vowels followed by r (or with vowel diphthongs and digraphs the pupils have learned) may be used. Cards are given out and the pupils draw from each other as in "Old Maid" placing the cards face up on the table as soon as they have a matching picture and word. The first person to go out is the winner.
Identify diphthongs: oi, oy, ou, ow.	Work from a list of known words such as boy, boil, toy, toil, my, mine, fly, fine. Lead students to generalize that the letter y usually represents an i sound at the end of a word of one syllable and the oy is used to represent the oi sound at the end of a word. Write on the chalkboard known words such as loud, sound, clown, town, cow. Lead pupils to note that the letters ou and ow may stand for the same vowel sound. Use unknown words in sentences and note students' ability to unlock words. (A pig's nose is called a snout. Neither had a pound of brown sugar.)

Objectives	Activities
Identify diphthongs oi, oy, ou, ow (cont'd).	Climb the ladder by writing words on each rung using the diphthong at the top of the ladder.



Have children write stories using as many words containing oo, ou, or ow as they can. The stories may be individual efforts, or the whole group may create stories together.

Chain Game

Begin the game with pupils standing in a circle in front of their chairs. Say a word containing the diphthong oo, such as shoot. Each pupil must then name in turn a different word containing the same sound represented by oo. If a pupil cannot, he must sit down. The winner of the game is the last pupil standing. The game may be continued, using the diphthongs ou and ow and the long vowel digraphs learned: ai, ay, ee, ea, oa.

Ball Toss

Display a list of the sounds studied thus far in phonics. For this game you will need a rubber ball. Children need to form a circle. One child will be "it" and he will have this rubber ball. "It" names a sound that has been studied and then tosses the ball to someone in the circle. This child must name a word containing that sound as he catches the ball. Example: If "it" says oy and tosses the ball to Tommy, Tommy might say toy as he caught the ball.

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Recognize the schwa sound.	Present on the chalkboard words such as about, imitate and button. Have each pronounced. Lead children to "discover" that sometimes a vowel is neither short nor long, but has a special sound we call the schwa sound. This occurs in an unaccented syllable. Determining whether a vowel sound in a pictured word is the schwa sound or another sound represented by the vowel. Children are to draw a circle around words that have the schwa sound and cross out the other words. Answers are given for teacher use only.

PRIMARY

PHONETIC ANALYSIS

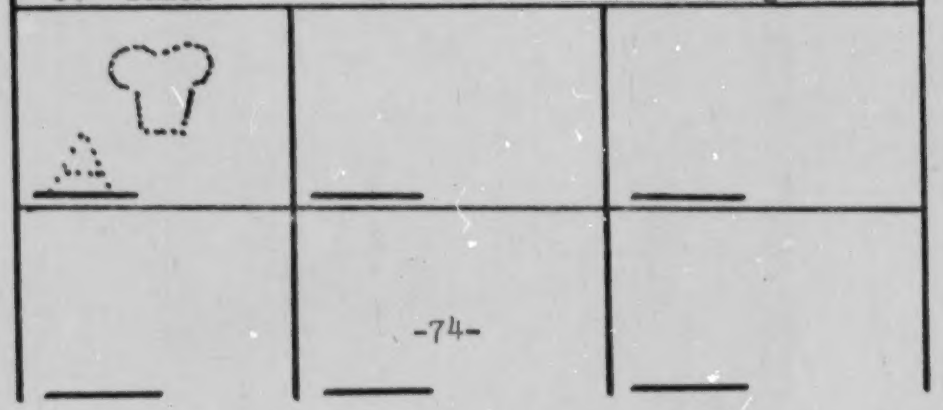
Objectives	Activities
Recognize the schwa sound (cont'd).	Mark the vowel in two-syllable words that represent the schwa sound and label the pictures.

A. cactus	B. parade	C. April
D. banana	E. pilot	F. cinder
G. valentine	H. seven	I. salad
J. tiger	K. cellar	L. lion

etc...

Draw a picture for the words containing the schwa sound.

A. muffin	B. cactus	C. pennant
D. ballot	E. cannon	F. children
G. ribbon	H. catsup	I. organ
J. lemon	K. carrot	L. tiger



etc....

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Recognize the schwa sound (cont'd).	Choose the word with the schwa sound: 1. Miss Clark can play the _____ well. (flute - organ) 2. Mom was cooking in the _____. (basin - kitchen) 3. Tim pulled the _____ home. (cart - wagon) 4. Dick ate _____ for lunch. (bananas - grapes) 5. The _____ were playing in the grass. (cats - children) 6. Mom took Nell to the _____. (parade - dentist) 7. The children looked at the _____. (giraffe - crow) 1. Dad put the box of tools in the _____. (car - cellar) 2. The men will put up a _____. (cabin - tent) 3. The car _____ is broken. (fender - window)

Objectives	Activities

Recognize the schwa sound (cont'd).

(cont'd)

4. A _____ is a plant.
   (pumpkin - cactus)

5. Dan sees the _____ at the zoo.
   (snakes - lions)

6. Mom put on her _____.
   (apron - coat)

7. Dad put _____ in his tea.
   (lemon - cream)

1. Mom cut the _____ for dinner.
   (carrots - green beans)

2. Sal has red _____.
   (ribbons - shoes)

3. Dan put _____ on his plate.
   (cookies - catsup)

4. Mr. Black has a _____ of beans.
   (bag - bushel)

5. Mom had _____ for lunch.
   (salad - soup)

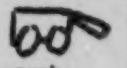
6. The _____ perched on the branch.
   (owl - robin)

7. Mom took Nell to the _____.
   (circus - zoo)

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Recognize the schwa sound (cont'd).	Direct the pupils' attention to the vowel underlined in each word and tell them that each of the underlined vowels represents the schwa sound. Pronounce each word in order for them to reinforce the sound-symbol relation. Explain that the remainder of the lesson will help each one of them determine how well he can hear the schwa sound in words. Tell them to draw a line around the word if the underlined vowel represents the schwa sound. Make an x on the word if the underlined vowel represents a sound other than the schwa sound.

1. wishbone	2. valentine	 3. cart	4. banana
5. kitchen	6. telephone	7. turnips	8. pilot
9. children	10. harp	11. rake	12. lemon
13. wagon	14. snowman	15. cactus	16. parade

Which Pictures Don't Belong?

On a flannel or bulletin board, display an assortment of pictures whose names contain the schwa sound and mix in a few pictures with one- or two-syllable names which do not contain the schwa sound. Ask the children to name the pictures and remove from the board any pictures whose names do not contain the schwa sound.

Objectives	Activities
Recognize the schwa sound (cont'd).	**Raising Fingers** Pronounce words containing a schwa sound one at a time, and ask the pupils to hold up one finger if the schwa sound is in the first syllable, two fingers, if it is in the second syllable, and three fingers, if it is in the third syllable. If there is no schwa sound in the word, they should place their hands flat on their desks. The words to be pronounced may include the following words with schwa sounds: suppose, along, banana, terrific, catsup, machine, bottom and telephone. Words without the schwa sound should be mixed in with those. **Fish** Cut fish shapes out of pieces of colored construction paper. To each fish attach a paper clip. Print on the fish a variety of words, some of which contain the schwa sound, and some of which do not. Attach a magnet to a string and have the children take turns fishing for "schwa fish." If a fish is caught whose name does not contain a schwa sound, it must be thrown back. If a child cannot read the name, have another child assist him and then throw the fish back "because it got away." **Schwa Upset** Place chairs in a circle with one less chair than the number of pupils playing the game. The chairless pupil begins the game by naming words or flashing word cards. When he says or shows a word with a schwa sound, everyone must change chairs. The chairless pupil tries to take a seat. At each round, one chair and one pupil are eliminated. The child whose chair is removed becomes the new leader and the child left chairless in the upset is eliminated.

Objectives	Activities
Recognize variable sounds of the consonants c and g.	The child is led to form generalizations concerning the hard and soft sounds of c and g. Use examples such as hard c in cut and candy; soft c in cinder, certain and cylinder; hard g in gate, get and gum; soft g as in germ and ginger. When g is followed by a, o, or u, it usually takes its hard sound. When g is followed by e, i, or y, it usually takes its soft sound.

Does c say s or k?

Example: call - c cent - s

1.	cup	12.	cold
2.	can	13.	collar
3.	cellar	14.	ceiling
4.	cider	15.	coat
5.	could	16.	center
6.	city	17.	cap
7.	color	18.	citizen
8.	cement	19.	care
9.	certain	20.	cell
10.	cow	21.	cake
11.	cedar	22.	cut

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities

Recognize variable sounds of the consonants c and g (cont'd).

Does g say g or j?
Example: giant - j garage - g

1.	great	12.	game
2.	George	13.	ginger
3.	gate	14.	gold
4.	gypsy	15.	gone
5.	gave	16.	gee
6.	garden	17.	gain
7.	gyp	18.	generous
8.	gift	19.	gelatin
9.	give	20.	gentle
10.	gem	21.	good
11.	get	22.	

Completing Words

Write on one side of the chalkboard the endings of various words beginning with c, leaving only the c off.
Example: oat, _ot, _ut, _an, _ar, _oal, _ent, _ity, _ell, _inder, _ider.

On the other side of the chalkboard write words beginning with g, leaving off the initial g.
Example: o, _ot, irl, _ave, _ame, _et, _ate, _ay, _um, _inger, _erm, _iant, _eneral.

Divide the class into two teams, and have them take turns reading the words, one at a time, saying the correct form of the g or c in front. Begin by using words that begin with c or g, but progress to words with c or g in the middle or end of the word.
Example: prince, lace, ice, music, picnic, garlic, and page, fudge, stage, bag, twig, dogs. You may also use this game for the three sounds represented by y.

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Recognize additional consonant digraphs ph, ng.	Present on the chalkboard words such as thing, sing, phone, photo. Elicit generalizations about the sound of ph and ng combinations.

The letter combination ph has the sound of f as: photo--foto

Find the ph in each word and underline. Do you hear the f sound?

1. photograph
2. alphabet
3. Philadelphia
4. Phillip
5. phonograph
6. telephone
7. nephew
8. orphan
9. geography
10. phonics

The two-letter consonants spell the sound you hear in these words.

ring hang

sang singing

lung banging

Make complete words of the following by filling in the blanks at the end with the two-letter consonants, ng.

stri__ wro__

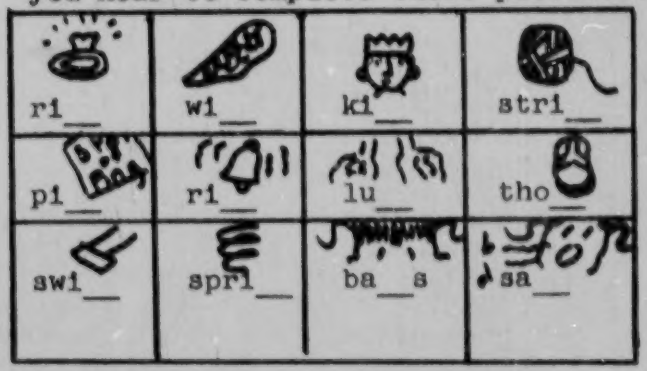
thi__ tho__

stro__

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Recognize additional consonant digraphs ph, ng (cont'd).	The two-letter consonant ng spells the sound you hear to complete these pictures:



Recognize silent consonants in words.	Draw the children's attention to the silent consonant in such known words as know, wrong, and wrap. Guide them in applying this learning to unknown words.

Final double consonants are pronounced as a single consonant.

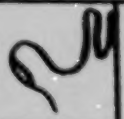
Cross out the silent letter.

doll	still	full	butt
will	all	dress	kiss
ball	well	Jill	hiss
call	guess	roll	bliss

Objectives	Activities
Recognize silent consonants in words (cont'd).	Occasionally the initial consonant is silent. Cross out the initial silent consonant:

wrought	wrangle
wrap	wrath
gnaw	wreathe
knight	wreck
hour	wren
know	wrench
wrong	wring
gnome	wrinkle
gnat	wrist
wrack	write

Draw a line around the correct word or words:

bomb come comb	chump thumb them 	climb click numb
talk half take	talk walk well	calk call calm
hello half calf	last comb lamb	fireman plumber plaything
sidewalk something streetcar	plum palm folk	talk check chalk

Objectives	Activities
Recognize silent consonants in words (cont'd).	Look at the list of words at the end of each story. Select the correct words and put them on the blank lines. Read all the sentences in each box before you put in the words. Thomas wanted a library card. He knew he would have to _____ his name first. Mother said Thomas _____ his name very well. His sister had _____ up for a card last year. signed sign signs The _____ is getting late. We must pack _____ bags quickly. It will take John an _____ to get to the plane. hour our hour

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Recognize silent consonants in words (cont'd).	Read the word bright and the words in the line below it. Draw a line under the words that rhyme with bright. Do the same with each group of words. bright bring fight drink white brave night
	gnats gnashes bats fans cats gnaw gnash
	straight street cake date struck late string
	high happy sigh have why cry hat
	taught taste laugh bake table naught caught
	ghost game toast cost good most past
	lighter hopes tighter biter look brighter lamp

PRIMARY

PHONETIC ANALYSIS

Objectives	Activities
Blend known consonant and vowel sounds to form words.	Words are made up of blended sounds. As children apply word attack skills, they need to blend vowel and consonant sounds to form words. Trying the word out in the context of a sentence helps them determine whether the blending is correct.

Blend these syllables. Do you know the word? Use it in a sentence.

Example: be fore before

C comes before D in the alphabet.

1. poin ted
2. sha dows
3. des per a tion
4. in ter rupted
5. sky roc ket
6. direc tion
7. ap pear ed

PRIMARY

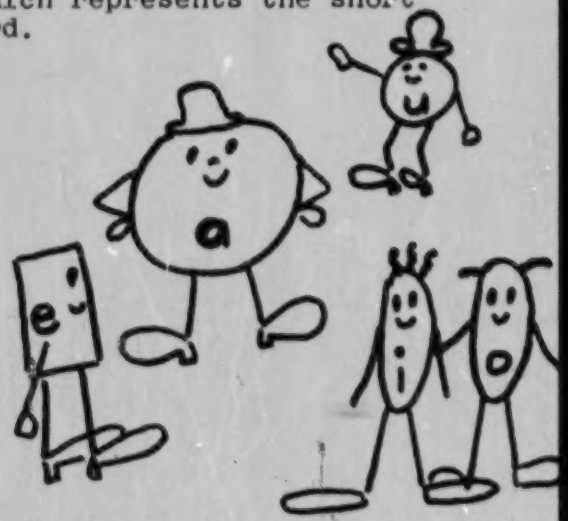
PHONETIC ANALYSIS

Objectives	Activities

Blend known consonant and vowel sounds to form words (cont'd).

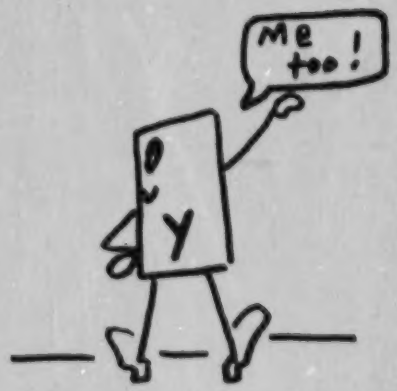
Complete the word by writing the letter which represents the short vowel sound heard in the middle of the word.

h_n	d_ll	g_m	h_m
t_p	w_ll	h_t	w_g
m_ll	h_nd	k_ck	t_b
b_t	n_ck	b_s	r_ck



Complete the word by writing the letter which represents the short vowel sound heard in the middle of the word.

p_n	p_n	b_g	b_g
s_nd	s_nd	c_p	c_p
l_ck	l_ck	h_t	h_t
m_n	m_n	c_b	c_b



PRIMARY

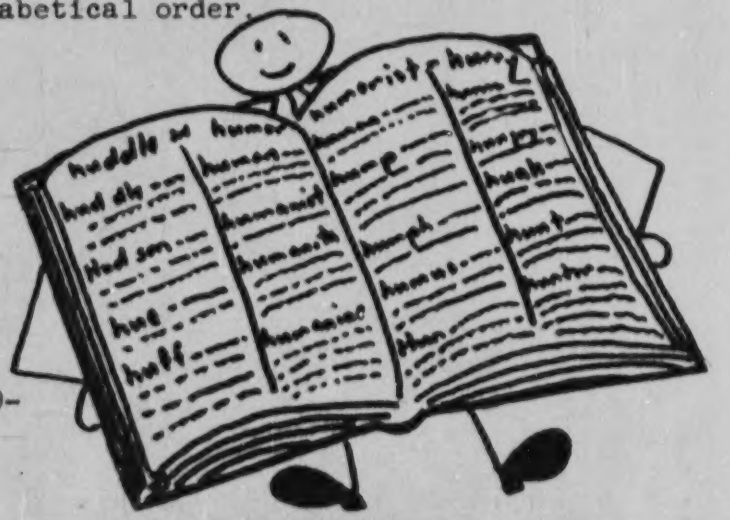
VOCABULARY DEVELOPMENT

WORD ATTACK SKILLS

STRUCTURAL ANALYSIS

PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities
Alphabetize words by initial letter.	Have children choose words which are of interest to them. Begin with a few words such as home, mother, store, play, apple. Names of pupils in the class might also be used. Children indicate alphabetical order by rewriting the list or by numbering the words. Arrange the children's names in alphabetical order. Arrange word cards or picture cards in order on the chalktray. Children could also work on this in teams. Alphabetizing Names With a capital A written on the board, the pupils whose last names begin with A are asked to write their last names on the board under the letter. If there are two or more names that begin with the same letter, the question of which name should be written first should be discussed. Names in stories or in social studies may be used. Each child open his dictionary at random. He selects a new word, reads the definition and uses it in a sentence. The teacher or another child writes the word on the chalkboard. After all the children have had a turn at finding a word, the children arrange the words in alphabetical order. 

Objectives	Activities

Identify inflectional endings s, es, ed, ing.

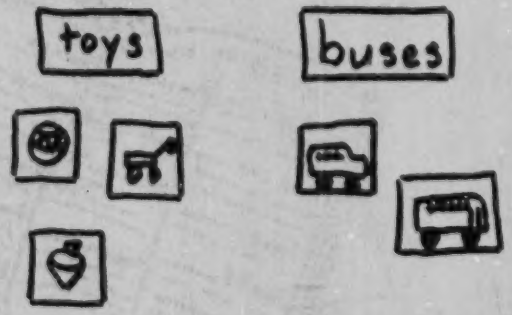
Inflectional endings can be noted as teacher is using them. The teacher can emphasize these as she is talking. Develop this concept by beginning with a root word and add inflectional endings.

pound	pounds	pounded	pounding
call	calls	called	calling
gain	gains	gained	gaining

Inflectional endings are introduced as they are encountered in reading lessons. Write on the chalkboard a sentence containing a word with an inflectional ending. Draw attention to this word and have the root underlined. Discuss the change that the ending has made in the word.

s, es Endings

Show or give pupils pictures of various objects that may be classified into groups. As the children discuss each object and classify it they will be led naturally to use singular and plural forms of nouns like toy and witch as they say. "That is a toy. It goes with the other toys." "That is a witch. It belongs with the other witches."



PRIMARY

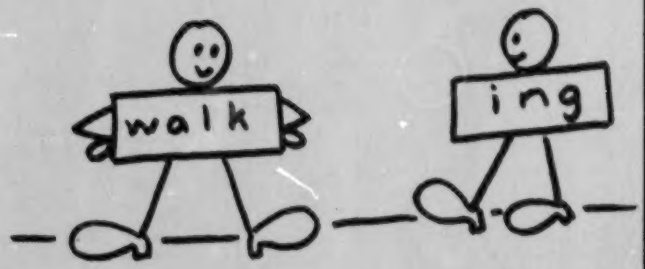
STRUCTURAL ANALYSIS

Objectives	Activities
Identify inflectional endings s, es, ed, ing (cont'd).	Write a word on the board. Add various endings. Follow through with dittos:

	s	ed	ing
walk	walks	walked	walking

Write the root word:

1. walks _____
2. talked _____
3. opening _____
4. looked _____
5. played _____
6. washed _____



Draw a ring around the root word:

1. playing
2. jumping
3. catching
4. laughing
5. looking
6. eating
7. going
8. seeing

PRIMARY

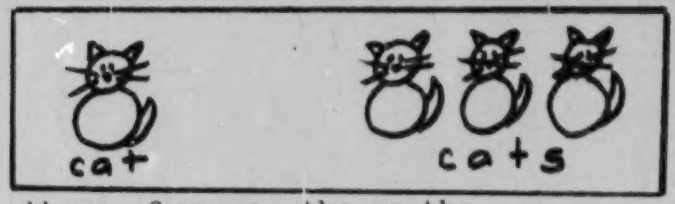
STRUCTURAL ANALYSIS

Objectives	Activities

Identify inflectional endings s, es, ed, ing (cont'd).

Write on the board:

cat	cats
dog	dogs
ladder	ladders



Place the word cards for one, two, three, four, a, the on the chalkledge. Ask a child to select a card to be placed in front of each word on the board. Then distribute word cards for pony, hen, horses, frog, children, and people. Have a child select a card from the ledge that may be correctly placed in front of the one that he holds.

ed Ending

List root words and endings on board. (Include different endings taught thus far.) Example:

1.	looked	8.	boxes
2.	brushes	9.	inches
3.	girls	10.	wished
4.	classes	11.	jumped
5.	flashed	12.	worked
6.	trims	13.	looked
7.	flowered	14.	birds

Children:

Fold paper in thirds. Then copy one word at a time onto their paper using two columns as on the board. Underline each root word and circle each ending.

PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities

Identify inflectional endings s, es, ed, ing (cont'd).

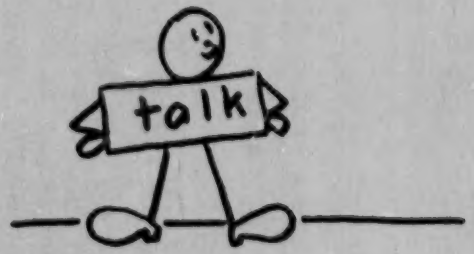
To teach the inflectional ending ing, write the root word for each of the following: (including other endings taught thus far--s, es, ed, ing.)

1. reaching
2. swinging
3. laughed
4. popping
5. shouted
6. cutting
7. thanking
8. locked
9. watches
10. friends
11. dresses
12. talking
13. helped
14. repairing

Word Endings s, es, ed, ing

Make new words by adding one of the above endings:

brave_____	dream_____
gnaw_____	pass_____
prize_____	fix_____
teach_____	stand_____
smoke_____	church_____
frown_____	wish_____
answer_____	quiet_____
pretend_____	box_____



PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities
Identify inflectional changes in root words.	Show some pictures such as: one child, a group of children; one foot, two feet. Have the children orally discuss the changes. Some words change tense, gender, case and number through changes in the root word. As such words as children, ran, and men are encountered in the reading, call children's attention to them. Compare them to the root words. Lead children to an awareness of these unusual inflectional changes.

Match the words

man	teeth
mouse	women
foot	mice
tooth	men
woman	feet

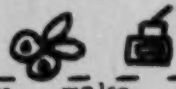
Match the words

fly	swam
run	sang
sing	did
do	ran
swim	flew

Find the root word for each of these. Paste the root word in the blank.

puppies _____
babies _____
guppies _____
making _____
cries _____
shaking _____
armies _____
fairies _____

baking _____
flies _____
raking _____
dries _____
pennies _____
parties _____
spies _____



cut and paste

puppy baby dry fly baby make cry spy
bake party shake army penny guppy fairy

PRIMARY

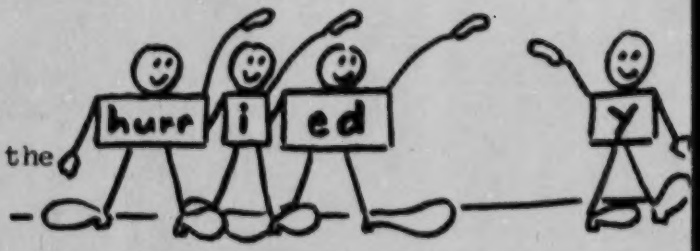
STRUCTURAL ANALYSIS

Objectives	Activities
Identify words that change y to i before adding es or ed.	Write on the chalkboard sentences from the reading which contain words such as tried, cries, or fries. Underline the word and discuss its meaning with the children. Elicit the root word. Gradually lead children to the generalization that words ending in y preceded by a consonant usually change the y to i before adding es or ed.

Change y to i when adding ed:

hurry worry marry carry

1. John _____ to school.
2. Ken _____ the chair into the barn.
3. He _____ a pretty girl.
4. Mother _____ when the children crossed busy streets.



Write the root word:

cried _____
fried _____
tried _____
married _____
hurried _____
carried _____
worried _____

PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities
Identify words that change y to i before adding es or ed (cont'd).	Directions: If y is at the end of a word, as in pony, we must change y to i, and add es if we write about more than one thing.

Change the y to i in these words and add es:

fly _____ country _____
sky _____ fairy _____
daisy _____ mystery _____

Change the y to i and add ed to words in these sentences:

He _____ to school. (hurry)

They _____ to run quickly. (try)

He _____ 3 by 6. (multiply)

I _____ to the question. (reply)

John _____ the load. (carry)

Change the y to i and add ed:

fry _____ dry _____
spy _____ supply _____

PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities
Identify words that drop the final e before adding ing.	Write on the chalkboard sentences from the reading lesson containing a word such as coming, riding, or biting. Have the word underlined and the root word identified. Draw attention to the silent e in the root word. Ask children to think of other words that fit in this category. List them on the chalkboard as they are mentioned. Lead children to the generalization that final e is usually dropped before adding ing.

Add ing to these words:

take _____

surprise _____

hope _____

come _____

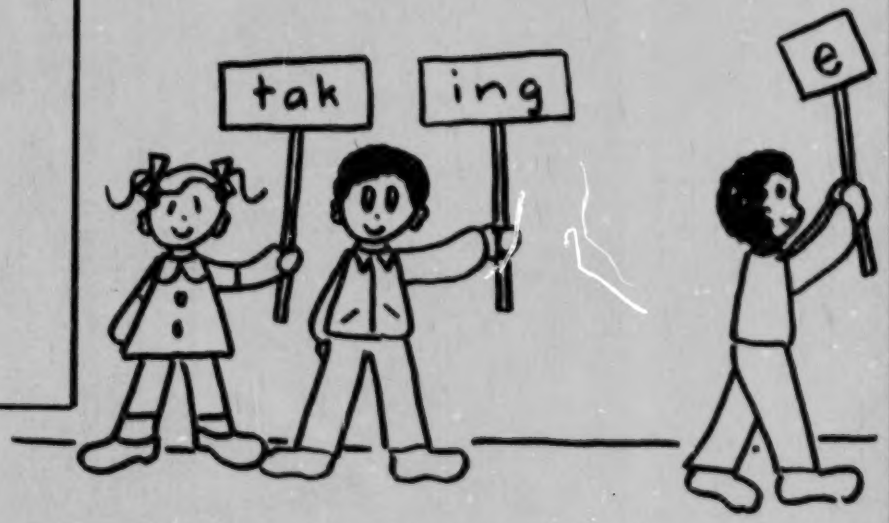
shine _____

make _____

dance _____

smile _____

ride _____

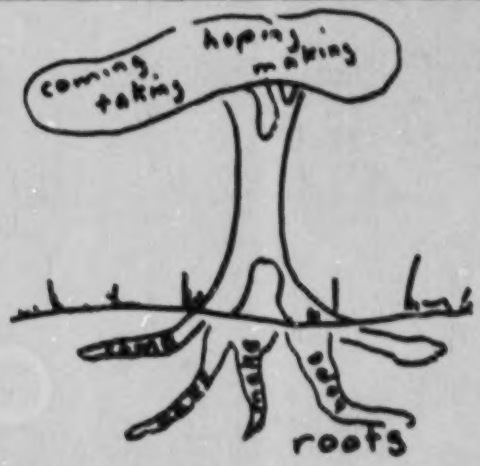


Objectives	Activities

Identify words that drop the final e before adding ing (cont'd).

Write the root:

coming _____
taking _____
surprising _____
hoping _____
making _____
dancing _____
taking _____
shining _____
baking _____



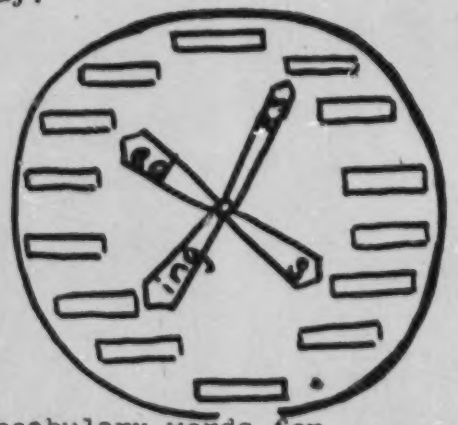
All the words in each row below are built from the same root word. Underline the part that is the same in all the words in each row. Write the root word in the blank.

closing	closes	closed	(close)
noisy	noiseless	noisily	(noise)
driving	driver	drives	(drive)
completed	completing	completes	(complete)
carving	carved	carves	(carve)
glided	gliding	glides	(glide)
shapes	shaped	shaping	(shape)
uses	used	using	(use)
slices	slicing	sliced	(slice)
trades	traded	trading	(trade)

PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities
Identify words that drop the final e before adding ing (cont'd).	Add ing to the word below each blank: 1. John is _____ (ride) his bike. 2. She is _____ (whistle) as she works. 3. Cowboys enjoy _____ (rope) cattle. 4. Sam is _____ (hope) for a dog for his birthday. 5. Fall is the season for _____ (rake) leaves.



Around the edges of the circle, tape on current vocabulary words for use in practicing identification of all inflectional endings. Have the children cross out the e and add the ending or write the new word made on the chalkboard.

PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities

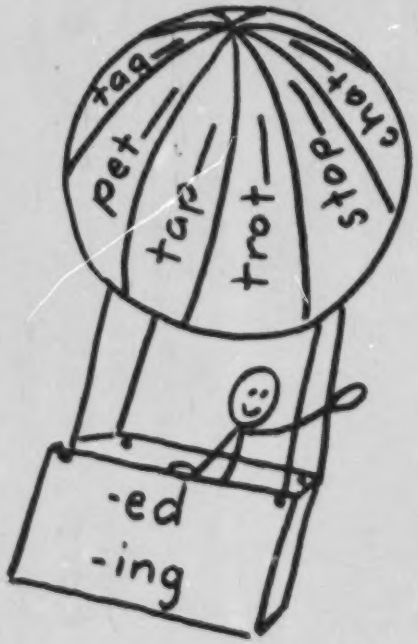
Identify words that drop the final e before adding ing (cont'd).

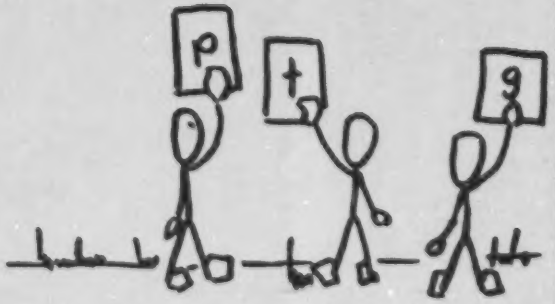
Add ed and ing to these words:

1. tag _____
2. pet _____
3. tap _____
4. trot _____
5. stop _____
6. chat _____
7. drag _____
8. drop _____
9. fit _____

Find the root:

1. nagged _____
2. hopped _____
3. rapped _____
4. sagged _____
5. fitted _____
6. blurred _____
7. dropped _____
8. bragged _____
9. dragged _____
10. chatted _____

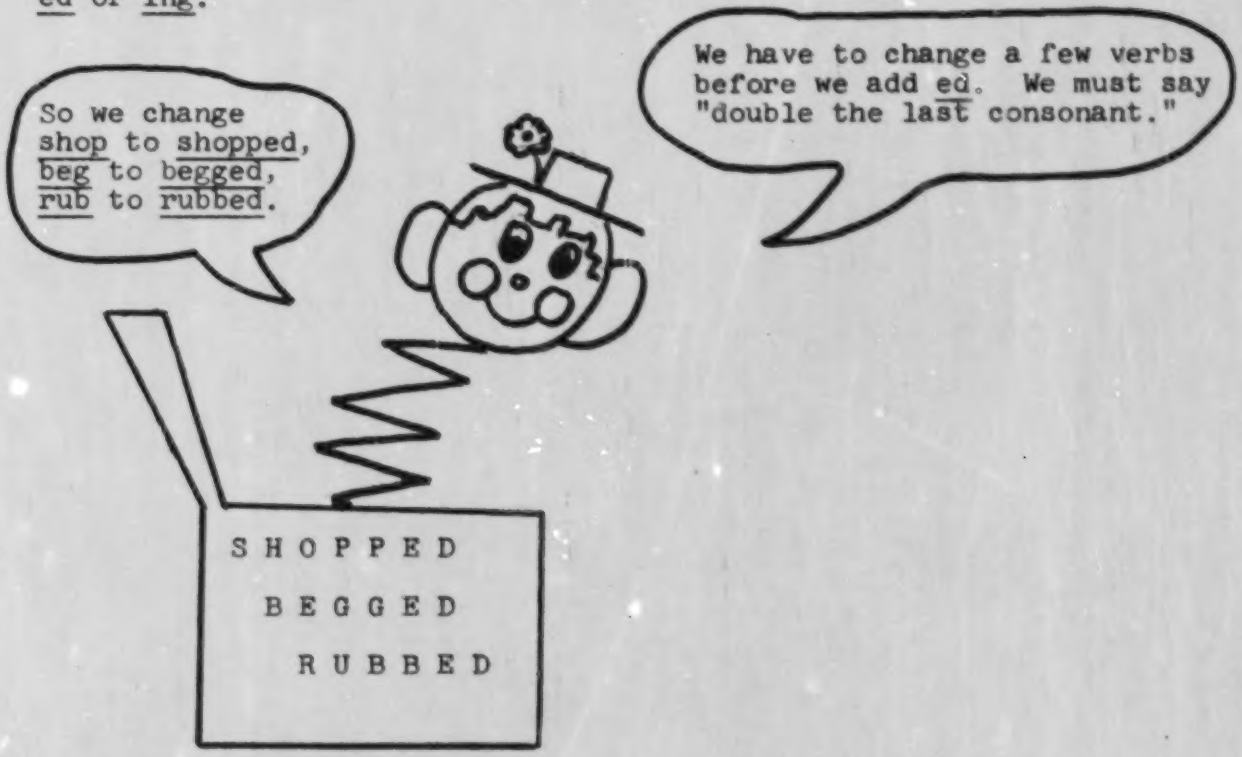




PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities
Identify words that double the final consonant before adding ed or ing.	Write on the chalkboard a sentence from the reading lesson containing a word such as stopped, getting or hitting. Draw attention to this word and have the root underlined. Draw attention to the double consonant. Help the children to list other words where the consonant is doubled. Children should generalize that words ending in a single consonant usually double that consonant before adding ed or ing.



PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities
Identify words that double the final consonant before adding ed or ing (cont'd).	Write new words by adding d or ed to these words. Have children recall the generalization that words ending in a single consonant usually double that consonant before adding ed and ing.

Name _____

• Read • Write

1. wait_____	5. spell_____
2. dance_____	6. race_____
3. pile_____	7. plant_____
4. start_____	8. die_____

To identify words with simple prefixes un, re, dis.

Game--Hunting

The purpose of this game is to review words beginning with simple prefixes such as un, re, and dis. On small tagboard cards write such words as the following:

unclean	reread	displace
unhappy	rewrite	disappoint
unlucky	recall	displease
untrue	remake	dislikes
unwilling	rerun	disown
unwise	rebuild	disapprove
undo		
unwrap		

PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities
Recognize the syllables of known words.	Pronounce several words such as train, button, hurry and please. Have children clap hands to indicate each word part they hear. (The term syllable may be introduced gradually.)

Under the picture write the number of syllables in the name of each picture:

Write the number of syllables you hear in each word:

cat _____	Monday _____
pretty _____	Sam _____
walking _____	funny _____
so _____	see _____
little _____	farm _____
large _____	garden _____
book _____	can _____
Sally _____	sleeping _____
card _____	come _____
potato _____	for _____

PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities

Recognize the syllables of known words (cont'd).

Divide your paper into three columns. Divide the words by syllables and write each syllable in the correct column.

Example:

1.	2.	3.
hap	pen	ing
win	dow	

Identify syllable division in words with double consonants.

Such words as mitten, captain, ribbon, and winter are written on the chalkboard. Ask the children where a line should be drawn to show the division of the parts (syllables).

Elicit the generalization that when two consonants appear between two vowels, the division is generally made between the two consonants.

Words are divided between:

1. two different consonants
2. double consonants

Example: pud-dle lob-ster

Divide the words into syllables and write the number of the proper word.

Example: window win dow 1

1. England	4. pulley	7. maybe
2. perhaps	5. chimney	8. village
3. suppose	6. fellow	9. summer
		10. yellow

Objectives	Activities
Identify syllable division in words with double consonants (cont'd).	When two consonants appear between two vowels, the word is divided into syllables between the two consonants.

Draw a line between the double consonants in these words and rewrite the words in syllables on the blanks.

circus _____

puppy _____

picnic _____

cinders _____

trumpet _____

allow _____

doctor _____

biggest _____

golden _____

puzzle _____

Objectives	Activities
Identify syllable division in words ending in ed.	Using words such as wanted, banded, darted, and comforted, have the children arrive at the generalization that when d or t comes before the suffix ed, a separate syllable is formed. By comparing the two lists of words, children discover that this does not occur in such words as worked, played, banged, and crowned. It will be necessary to do this activity orally with students.
Identify syllable division in words ending in le.	Write these words on the chalkboard: table, middle and jungle. Ask children what is alike about these words. Elicit generalization that the consonant preceding le becomes a part of the final syllable. Other words such as apple, circle, gentle, peddle, rattle, cable and eagle may be used for practice.

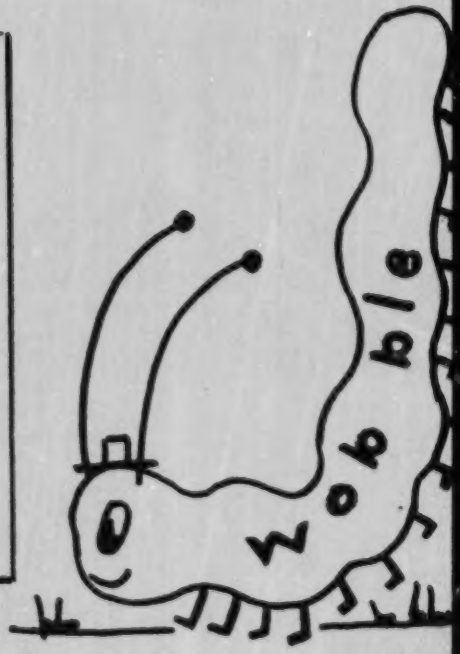
Directions: Say the following words to yourself. If the word has two syllables, show this by drawing a line between the two parts.

patted	owned
spotted	added
planted	winked
sunned	hopped
seated	petted
sounded	handed
puffed	bobbed
landed	grounded

PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities
Identify syllable division in words ending in le (cont'd).	Add one of these syllables to make a new word: tle, ble, gle, dle. Then mark the syllables. 1. bat_____ 2. whis_____ 3. rid_____ 4. crum_____ 5. ta_____ 6. stum_____ 7. mid_____ 8. han_____ 9. bot_____ 10. cas_____
	When a word ends in le, the consonant preceding it usually goes with the le to form the last syllable. Divide these into syllables. 1. noble 2. amble 3. gamble 4. nozzle 5. bridle 6. peddle 7. pebble 8. rifle 9. cradle 10. bubble 11. dazzle 12. mumble



Objectives	Activities
Identify syllable division in words where the vowel is followed by a single consonant.	List such words as paper, moment, and tiny on the chalkboard. Have each pronounced and divided into syllables. Lead the children to the generalization that when a vowel is followed by a single consonant, the division usually comes between that vowel and consonant. Children should also note that the first vowel is usually long.

Divide these words into syllables. Use this rule. A vowel followed by a single consonant is usually long, and the consonant begins the next syllable.

1.	nation	7.	police
2.	notice	8.	pupil
3.	idea	9.	tiger
4.	imagine	10.	cement
5.	famous	11.	spider
6.	hotel	12.	locate

Understand that each syllable has a sounded vowel.	Have the children count the number of vowels in each syllable of a list of known words. Elicit the idea that each syllable must have a sounded vowel. Syllables are determined by the vowel sounds heard, not by those seen.

PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities
Understand that each syllable has a sounded vowel (cont'd).	Write the number of vowels seen and the number heard.

	No. Seen	No. Heard
Example: phonics	2	2
1. write		
2. cheese		
3. which		
4. happy		
5. twice		
6. cried		
7. spoke		
8. believe		
9. alone		
10. heavy		

PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities
Determine vowel sounds through the position of the vowel in a syllable.	From a group of words such as the following, the children decide that if there is only one vowel in a word or syllable, it usually takes the short sound. Teach these in order--a e i o u. Write the words in columns and lead the children to make the generalization that vowels are short in these words. cat, Sam, bag, trap, glad, hat bet, set, let, pet, pen, bell big, ship, tin, hill, sick, silk, milk box, got, rock, block, shot, drop gun, rub, bump, duck, sunk, jug
Recognize that one vowel in a word usually has a short sound.	Write the missing vowels in the blanks: cap c_t h_t b_g t_n cup c_t h_t b_g t_n t_p b_ll s_t w_ll f_n t_p b_ll s_t w_ll f_n m_p r_n g_t s_ng p_n m_p r_n g_t s_ng p_n

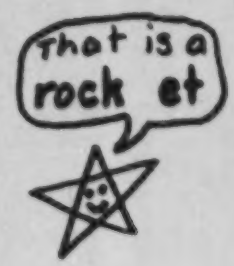
PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities
Recognize that some syllables have more accent or stress than others.	Game--Clapping Use word cards for one- two- and three-syllable words for this game. Present the cards to the class one at a time and pronounce the word. Have the children clap the number of syllables they hear in the word. Then have the children clap each word out a second time and give a louder clap for the accented syllable. Game--Word Accents To give practice in reading accent marks in words. Two teams of about six players each are needed. The teacher explains that words could be pronounced differently by placing the accent mark in a different place. She gives several examples such as: I'owa, Iowa' or Io'wa; In'dian, Indi'an. The teacher then writes several new words on the board, placing the accent on a different syllable. The players on each team then take turns pronouncing the word, giving the accent as it is marked. The team with the highest score is the winner. Adaptations Words children have trouble with could be used, accenting them correctly. Children's names could be used. Write the following on the chalkboard. The children will enjoy the party. After the sentence has been read, call children's attention to the three underlined words. Elicit the stressed syllable in each of these. Have children find other words of more than one syllable in their reading. List these on the chalkboard and have the accented syllable identified.

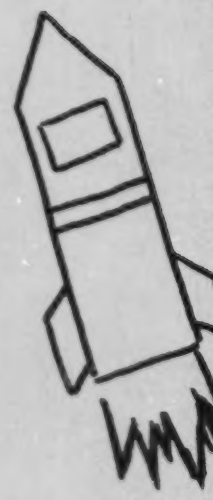
Objectives	Activities
Recognize that some syllables have more accent or stress than others (cont'd).	In compound words, the primary accent usually falls on or within the first word. Say each word below and mark the accent: sailboat — sunset wolfhound — playhouse fisherman — fireman doorway — streetcar policeman — roadway boathouse — highchair bookbag — schoolhouse playground — crackerjack In words of two syllables containing a double consonant, the accent is usually on the first syllable. Divide these words into syllables, and mark the accent: copper — village — cabbage million — vaccine — rattle pretty — middle — saddle valley — pebble — kettle sudden — little — settle rabbit — bottle — tattle stopper — fiddle — riddle

Objectives	Activities
Recognize that some syllables have more accent or stress than others (cont'd).	When ck ends a syllable the primary accent is usually in that syllable. Say each word and mark the accent: chicken rocket package nickle mackerel Dickens ticket



Syllables which include le are usually not accented. Say each word and mark the syllable:

trouble
icicle
candle
single
simple
turtle



PRIMARY

STRUCTURAL ANALYSIS

Objectives	Activities
Identify the accented syllable in two-syllable or three-syllable words.	Instruct the children to listen for and identify syllables in a group of words. Show them how to place an accent mark using si'lent and be come' as key words. Have the children divide and place words under the proper key words. Have them add the accent mark. Such words as appear, picture, whisper, behind, thirsty, and until may be used in this activity.

Divide the word into syllables.
Mark the accented syllable.

1. station
2. gateman
3. village
4. tiptoe
5. daughter
6. mingle
7. husband
8. evening
9. robin
10. advice

Read each word and make an accent mark to show the part of the word that is accented.

a bout	a light	a ground
a way	a bove	a gree
	a loft	a round
be side	be fore	be hind
be cause	be tween	be long
be low		be stow
de scribe	de stroy	de grade
de bate	de tect	de light

PRIMARY

VOCABULARY DEVELOPMENT

VOCABULARY ACQUISITION SKILLS

PRIMARY

VOCABULARY DEVELOPMENT

VOCABULARY ACQUISITION SKILLS

During the prekindergarten, kindergarten, and primary grade years, children add new words to their vocabularies at an amazing rate. They will never again match this rate throughout their entire life span. The teacher of young children has an obligation to nurture this growth and guide the children in their vocabulary development. She cannot take it for granted that children know the names of even the most common objects, nor can she assume that they know the meanings of all the words they use. She must continually bring words to the attention of her youngsters, discuss word meanings with them, and help them to use words correctly.

During the primary grades, the child's listening and speaking vocabulary outweighs his reading vocabulary. However, children will be meeting words in their reading whose meanings are unfamiliar. The teacher needs to help the child incorporate these words into his total vocabulary.

Each child should be encouraged to build vocabulary at his own rate. Some children will need to meet a word in many different situations before that word becomes a part of their vocabulary. Other children will acquire rich vocabularies at a much faster pace.

The teacher of the primary grades should be familiar with the objectives and activities on the following levels. Where appropriate, activities from these levels may be adapted to the primary level.

By the end of level 3, children should be skilled in adding new words to their vocabulary through:

1. Classroom discussion
2. Picture and context clues
3. Use of precise terminology
4. Understanding new words through known parts (root words)
5. Application of simple dictionary skills
6. Recognizing synonyms and antonyms

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Increase listening and speaking vocabulary.	Frequently read stories and poems to the children. Discuss words which may be unfamiliar and encourage the children to use these words in talking about the story. Make tapes of the children's favorite stories, songs and records to be used at the listening posts. This activity can result in the children expressing their feelings about the listening experiences through: painting pictures retelling the stories dramatizing scenes from the stories drawing pictures making puppets to act out the stories singing songs about the stories Use the Scott Foresman "Talking Alphabet" or "Talking Storybook" at the listening posts. The child may turn the pages of the storybook and can learn to use the record player himself. Before reading a story to the children, present flashcards with pictures of unfamiliar words to the children for discussion. Following reading or telling the story, review the picture vocabulary and meanings with the children. <u>Story Telling</u> The teacher begins with nursery rhymes, short stories and fairy tales with simple plots. As the year progresses, the stories may become more detailed with expanded vocabularies and more complex plots.

PRIMARY

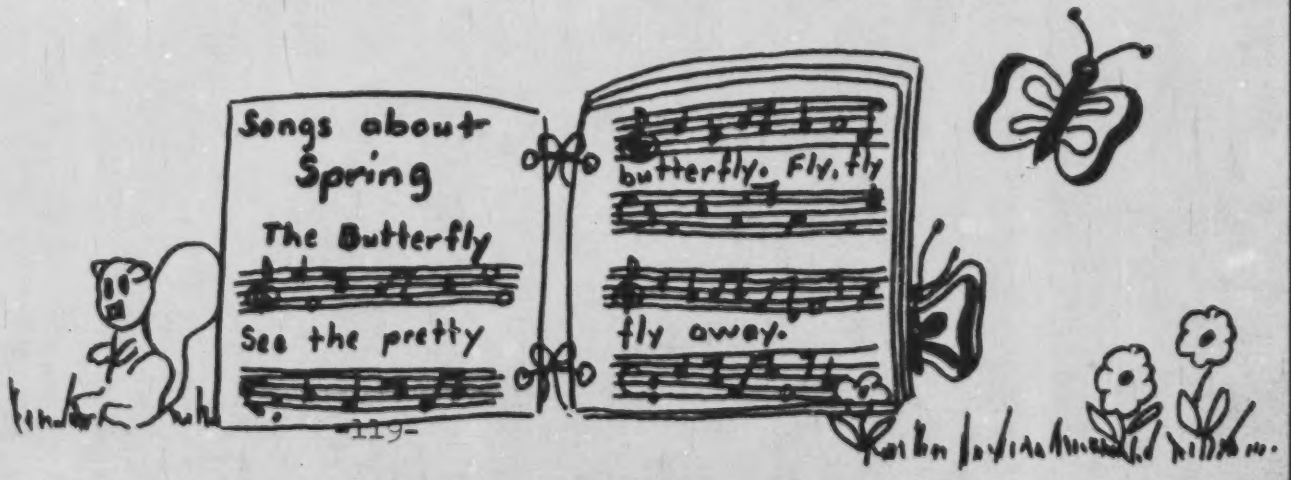
VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Increase listening and speaking vocabulary (cont'd).	To increase speaking vocabulary, stories and musical fairy tales can be dramatized. Children can choose their own props to act out the stories. They may use such objects as: --blocks to make the furniture --clothing and furniture from the play corner --materials made from the scrap box --hats they have designed Place some of the children's records, including records with read-along books, near the listening post so that they can make their own selection of favorite records. Show and tell is an excellent way to expand the speaking vocabulary. The child may tell about the coins the "Tooth Fairy" left under his pillow to replace the tooth he put there last night. The teacher could then extend vocabulary in a short dental health lesson. Some questions might be: "How do we brush our teeth?" and "How often should we visit the dentist?" Guessing Game--Animal cards are displayed on the chalk ledge and the teacher presents clues for each animal until each animal is correctly identified. For example: This animal is small It has feathers It has wings What animal is it? If the child does not know the name of the animal he can "point to it."

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Increase listening and speaking vocabulary (cont'd).	The teacher interests children in rhyming words by making simple two-line jingles about zoo animals. After several jingles have been given and the rhyming words identified, the teacher may ask the children to give other rhyming words. For reinforcement, the teacher could use films or filmstrips which stress rhyming. Stories may be read in units of interest such as books about fall, about snow, or funny books. There should be a story time each day. Book reports can be written cooperatively. The children can dictate their stories to the teacher who records it on a chart or individual papers. These may be illustrated by the children and then dittoed so that each child may have copies to place in his appropriate folder. Poetry can also be taught in units about seasons, holidays and feelings. These may be reread so that the child may become more familiar with the new vocabulary. These poems may be dittoed, illustrated and kept in the children's individual unit folders. Songs may also be used for vocabulary development. They may be taught in units to fit in with other units of study. The sheets may then be bound into songbooks entitled, "Songs about Spring," etc.



PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Increase listening and speaking vocabulary (cont'd).	To increase listening and speaking vocabulary, the children may role play a community walk and each child involved may take the role. For example, the children could take a trip to a local supermarket. The children could play different roles such as the store manager, the cashier, other store employees or customers. Use puppets for dramatization. Puppets of family groups and animal characters can be used to act out the children's own experiences or scenes from stories. The children may also make their own puppets from paper bags or boxes. They may use socks for puppets. Faces may be added to their socks and they can slip them over their Big Cowboy Western hands. They may also stuff the stockings. Listening Activity The children listen to a record of a story or a sound film or filmstrip for changes of feeling and mood. The teacher and children discuss how people or animals show their changes in mood. The teacher asks questions to stimulate listening, such as, "If a boy were happy, would his voice sound the same as if he were disappointed or unhappy?" Further discussion may center around how the characters showed their feelings with their voices or the sound. The teacher can ask the children to give words which express feelings such as: happy glad fearful unhappy angry joyful sad humorous sorrowful

PRIMARY

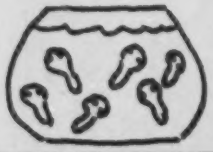
VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Develop vocabulary through concrete experiences.	Place on the table a number of items such as a piece of cotton, a ball of clay, a stone, a paper clip. Have the children handle these and tell which are soft and which are hard, smooth, bumpy, sharp, etc. Have children act out words as you say them. Use such words as hop, jump, bend over, look up, look down, and stretch. The piano or record player can be used to denote hopping, jumping, etc. Children recognize the song and teacher may ask, "What did Mr. Piano say now?" Children will hop or run or jump according to proper musical selection. Invite a parent or community worker such as a doctor, baker or plumber to tell the class about his occupation. Ask him to bring along the tools which he uses. As a follow-up, the children can cut out pictures of other persons at work and their accompanying tools and uniforms. This enables the children to learn the vocabulary used for occupational terms. Making an experience chart could follow the visit of a parent or community worker.

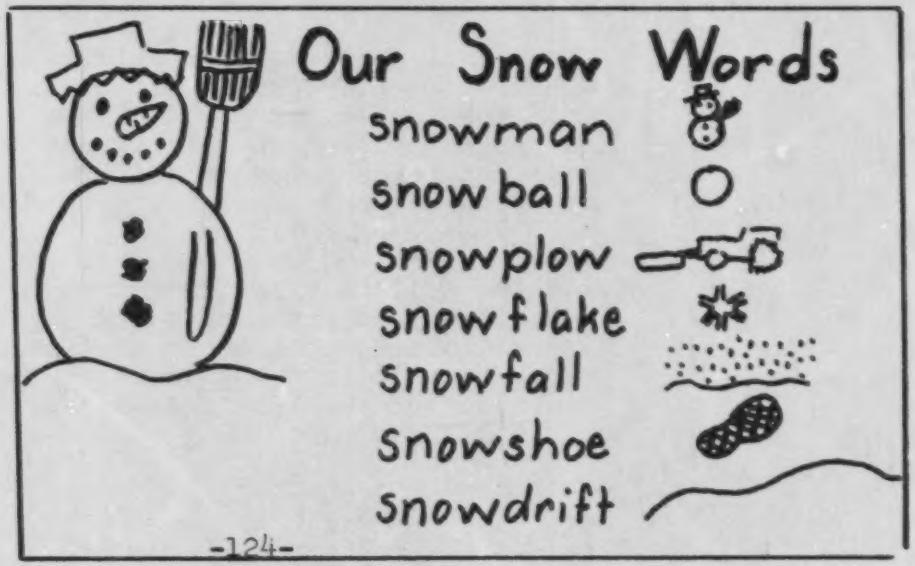
Objectives	Activities
Develop vocabulary through concrete experiences (cont'd).	Puppets can be used to demonstrate prepositions or other difficult words such as: between, on, or under.

between the blocks

To develop vocabulary related to food the teacher can provide cooking experiences. The children can make popcorn or cookies for an event such as a birthday, or cook applesauce after visiting a fruit farm. The children may then express their feelings about their experiences through a variety of media such as painting, singing, drawing a picture, or retelling the events.

Objectives	Activities
Develop vocabulary through concrete experiences (cont'd).	One child may bring in something special for show and tell and it can be written up in his special book. The child can illustrate his own book. Example: **Bill's Polliwogs** Bill caught polliwogs. He caught them at the pond. He caught six polliwogs. We put them in a fish bowl. Bill's polliwogs will be frogs.  Another variation is to involve all the children in discussing the child's object and transferring their narration to a story chart. After a trip to Toyland at Christmas, children may come back and make a toy store. The store may be built with blocks. The cash register from toy corner can be used. Santa Claus, a store manager and clerks can be chosen. The toys can be sold. "Play money" can be made and letters may be written requesting gifts desired from Santa at Christmas and can be placed in a Santa's mailbox or bag. These may be made by children. Following a class trip through the community, an experience chart may be written. A group activity may be a book of community trips. For example, a book about a visit to the barber shop could have a barber's pole (red and white stripe) for a cover. Pictures could be taken during the trip and used for illustrations in the book.

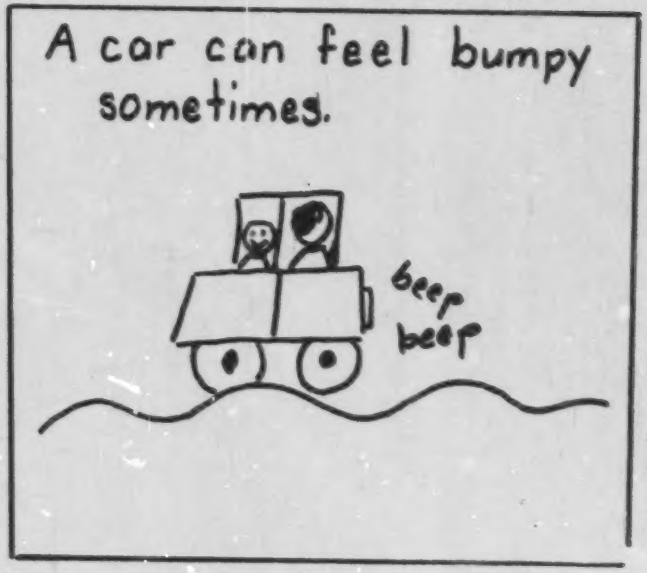
Objectives	Activities
Develop vocabulary through concrete experiences (cont'd).	Use the neighborhood for concrete experiences. Explore the old houses, architecture of the churches, industries such as dairies, various stores, the railroad, bridges, branch post office, etc. Use walking trips to these places to provide a background for language activities. After returning from a special walking trip, lists of words about the trip may be dictated on a chart and discussed. These words may be used as a base for independent creative stories.
Another variation would be picture-word association.	Lists of words relating to a special subject such as snow or a season may be used in various ways. Snow words may be placed on a snowman, Christmas words on a Christmas tree. These words may also be used for creative writing.



Objectives	Activities
Incorporate listening and speaking vocabulary into the reading vocabulary.	Children may dictate thank you notes to the teacher who writes them on large chart paper. Example: Dear Firemen: Thank you for letting us come to your firehouse. We liked seeing the big fire trucks! We liked seeing the big pole. We would like boots like yours. We want to be firemen when we grow up. Miss Jones' Kindergarten After class discussion, write an experience chart with the children. Encourage them to include new words met through the discussion. Provide opportunities for the children to read the completed chart. Point out words that appear in the reading lesson which have previously been encountered in class discussion or story time. Review with the children the meaning and usage of these words. As a follow-up to the walking trips or the books read aloud, children may be encouraged to read books on similar subjects incorporating the vocabulary previously studied. To reinforce the vocabulary encountered in each story the children could: --view annotated filmstrips correlated with the story --listen to records of the same story --dramatize favorite parts of the story --draw or paint pictures of their favorite parts of the story and discuss them

Objectives	Activities
Incorporate listening and speaking vocabulary into the reading vocabulary (cont'd).	The children may actually write their own books about an experience which could later be placed on the reading table.
Become aware of and use words met in immediate environment.	Children may keep their own envelope of words they have heard or words of special interest. A class dictionary may be built based on words suggested by a child. These words may be found in adult conversation, a book, or a TV program. The word may be illustrated, if possible. A scrapbook may also be made of advertising labels, or newspaper and magazine advertisements with a view to developing vocabulary. These books may be individual or class books. Discuss with the children words found in labels, advertising, and neighborhood signs. Encourage them to use these words in making signs for their play store, village models, and bulletin boards. As children discuss programs they have watched on TV, make note of words which may be unfamiliar to most of the class. Put these words on the chalkboard and discuss meanings and usage with the children. Ask children to listen for these words in future TV shows.

Objectives	Activities
Become aware of and use words met in immediate environment (cont'd).	A walk in the community can be most valuable in pointing out such familiar signs as stop, U.S. Mail on mail box, Coca-cola, bakery, shoe repair. On return to class the children can play store, or a post office could be made. The children could dictate to the teacher the names of titles or labels they desire, or they could make labels themselves. While doing a circus unit, a list of circus words may be made and written with different colored magic markers to make it more interesting. After a walk in the community, a list of words that were observed may be developed and reviewed from time to time. These flash cards containing these words may be made and categorized or alphabetized and can be used as a game. Make charts or bulletin boards of words used to describe how things smell, taste and feel. Example: How things feel to you smooth rough soft bumpy hard slippery How things taste to you hot salty sweet spicy sour bitter How things smell to you spicy fragrant pungent sweet



Objectives	Activities
Become aware of and use words met in immediate environment (cont'd).	At circle time, circulate a set of objects which would give the children different tactile sensations. After the objects have been circulated, make an experience chart to record the experience the children have just encountered. Glue several objects to the inside of a shoe box, such as: crushed eggshells, a piece of fur, some marbles and macaroni. Cover the box and cut hole large enough for a child's hand to be placed inside. Have the children place their hands inside the box and describe the imaginary creature who lives in this house.
Use precise language.	In class discussions, encourage children to tell exactly what they mean. Have them substitute more precise language for the indiscriminate use of such terms as <u>this thing</u>, <u>that</u>, and <u>it</u>. During discussion periods, the teacher should question the child and encourage him to use precise language when sharing experiences with the group.

Objectives	Activities
Use precise language (cont'd).	After the children have discussed the parts of the body--eyes, nose, and mouth--have them sing the following song: This is my nose. (point to nose) This is my nose. (point to nose) This is not my nose. (point to mouth) This is not my nose. (point to mouth) This is my nose. (point to nose) This is my nose. (point to nose) And it is a part of me! The song can be continued using other specific parts of the body. Make a picture file with the pictures arranged in categories such as pets, wild animals, toys and clothing. Have each child take a picture from a category and give its specific name. Example: Toy ball bat wagon paddle ball Pet dog parakeet gerbil turtle

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Use precise language (cont'd).	Have the children cut pictures from magazines to make a scrapbook on a particular topic. He may then write or dictate several sentences about each picture. Encourage the child to use precise language.

The child may say, "I see it." The teacher then encourages the child to say, "I see the ball." He then may say, "The ball is in the room."

Use pictures as clues to word meaning.

In introducing a story in the reading lesson, note the new words. Refer children to pictures in the story which illustrate these words. Have them give the meaning of each word using the pictures as references.

Display story poster, The Department Store. Children are to look at the picture and talk about what kind of a store it is. Encourage the children to talk about all the kinds of things they might find in this kind of a store. Have the children take turns telling what they like best, using complete sentence pattern.

Objectives	Activities
Use pictures as clues to word meaning (cont'd).	Other charts depicting scenes from the playground, supermarket, etc., can be used. During story time, as the teacher reads, have the children look at the pictures for clues to the new words. The four areas to include are: a. Enumeration -- Name the objects. b. Description -- What is happening? c. Interpretation -- What is going to happen? d. Inference -- Why? Questions to ask the children: a. What is happening? b. What has happened? c. What do you think will happen next? d. Have you ever seen anything like this happen? e. Why is this person doing this? f. What does the picture tell you? Read a fairy tale such as Sleeping Beauty to the children. Place in a box cards with pictures of objects referred to in the story. Have each child choose a picture and tell how it relates to the story. Example: crown -- The king wore a crown on his head. spindle -- Sleeping Beauty pinched her finger with the spindle. This could be done with other stories.

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Check word identification through context.	As children apply phonetic and structural analysis skills to name unfamiliar words in their reading, have them check their identification of the words by putting them in context. After the word has been named, the entire sentence should be reread to see if it makes sense. Teacher could play a listening game with the class, i.e., "Silly Stories." The teacher would say sentences and if they were correct, the children could clap. If they were not correct, the children would not clap. Some suggestions are: We wear shoes on our head. We look with our ears. We eat with our nose. We wear bathing suits in the snow. We clap with our hands. Ask the children to correct the errors in the silly sentences. After the children have learned a new song, ask them to share new words which they have learned through their use in the song. 1. The boy rode the _____ (parrot, pony). 2. The girl ate the _____ (banana, ball). 3. All dogs _____ (bark, bake). 4. Boys and girls like to eat _____ (candy, cups).

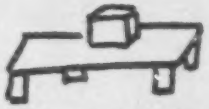
PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Check word identification through context (cont'd).	1. It is dark at _____ (night, noon). 2. Johnny has cereal for _____ (dinner, breakfast). 3. The sun sets in the _____ (morning, evening). 4. We go to school during the _____ (day, night). 5. We wear snowsuits in _____ (summer, winter).
Decide word meaning through context definition.	The teacher may make up sentences or stories such as: The clowns in the circus are funny men. Help the children see how the author described clowns in the sentence so that the reader would know what they are. At circle time the children and the teacher can play listening games. Tney can listen to an incompleted sentence given by the teacher and add the last word. Rabbits are animals with fur. Ice is frozen water. A calf is a baby cow. A man is a grown-up boy. A cat is a grown-up kitten.

Objectives	Activities
Decide word meaning through context definition (cont'd).	Introduce the new words in sentences that give the meaning of the words. The context clues may be of several types as: a. Definition as in "The reaper, who cut the grain, etc." b. Synonym as in "The next door neighbor is friendly." c. Comparison as in "It is no longer hot, but cold."

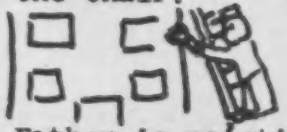
Draw a picture to show what the story tells.



The red box is on the table.

The cat is under the chair.

The yellow bird is in the cherry tree.



Father is painting the house blue.

PRIMARY

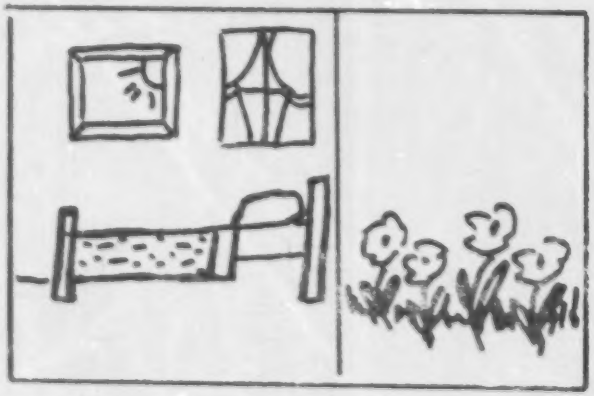
VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Decide word meaning through context definition (cont'd).	Draw a picture of the animal which says "meow." Make a basket for him. Give him a saucer of milk. Draw a picture of a little girl who cares for him. What is the animal? Give him a name. muffin
Decide word meaning through opposite ideas in context.	During discussion period encourage children to talk about being happy. Have children tell about things which make them happy. Show a picture of a happy girl. Have them talk about the feelings of the girl in the picture. Repeat this procedure with a picture of a sad girl. Then the children can imitate expressions of happiness and sadness.

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Decide word meaning through opposite ideas in context (cont'd).	Place the correct opposite in the blank: The child was not happy, but __sad__. Sugar is sweet and dill pickles are _____. The balloon flew up into the air and then it came _____. Mother told the children to come home early, but they were _____.
Become aware of multiple meanings.	The teacher might show the children a drinking glass and have them tell about other kinds of glasses such as <u>eye glasses</u> or <u>window glass</u>. Scrapbooks may be made which give various meanings of the same words. Magazine pictures or the child's own drawings may illustrate the various meanings. <u>Example</u>: bed -- something to sleep on bed -- meaning a flower garden



PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities

Decide word meaning through opposite ideas in context (cont'd).

Place pictures showing opposites on the chalkboard. Have a child hold up the two cards showing opposites.

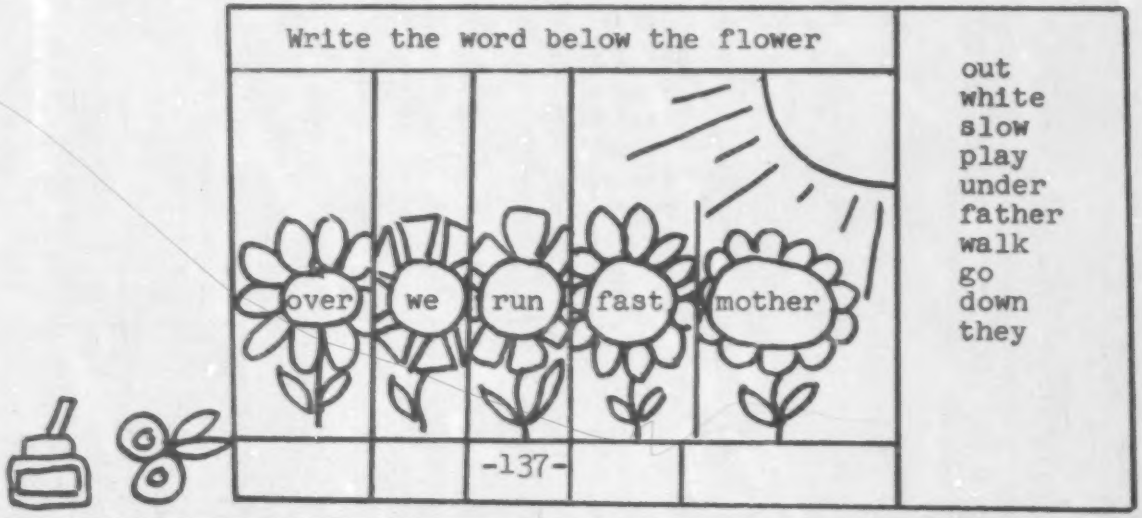
boy	girl
man	woman
big ball	small ball
black card	white card
daytime scene	nighttime scene
hot soup	ice cream

Write on the chalkboard a sentence from the reading lesson such as:

The tiger looked ferocious, but was really friendly.

Lead the children to see that the signal word indicates an opposite meaning. Ferocious, therefore, would mean the opposite of friendly.

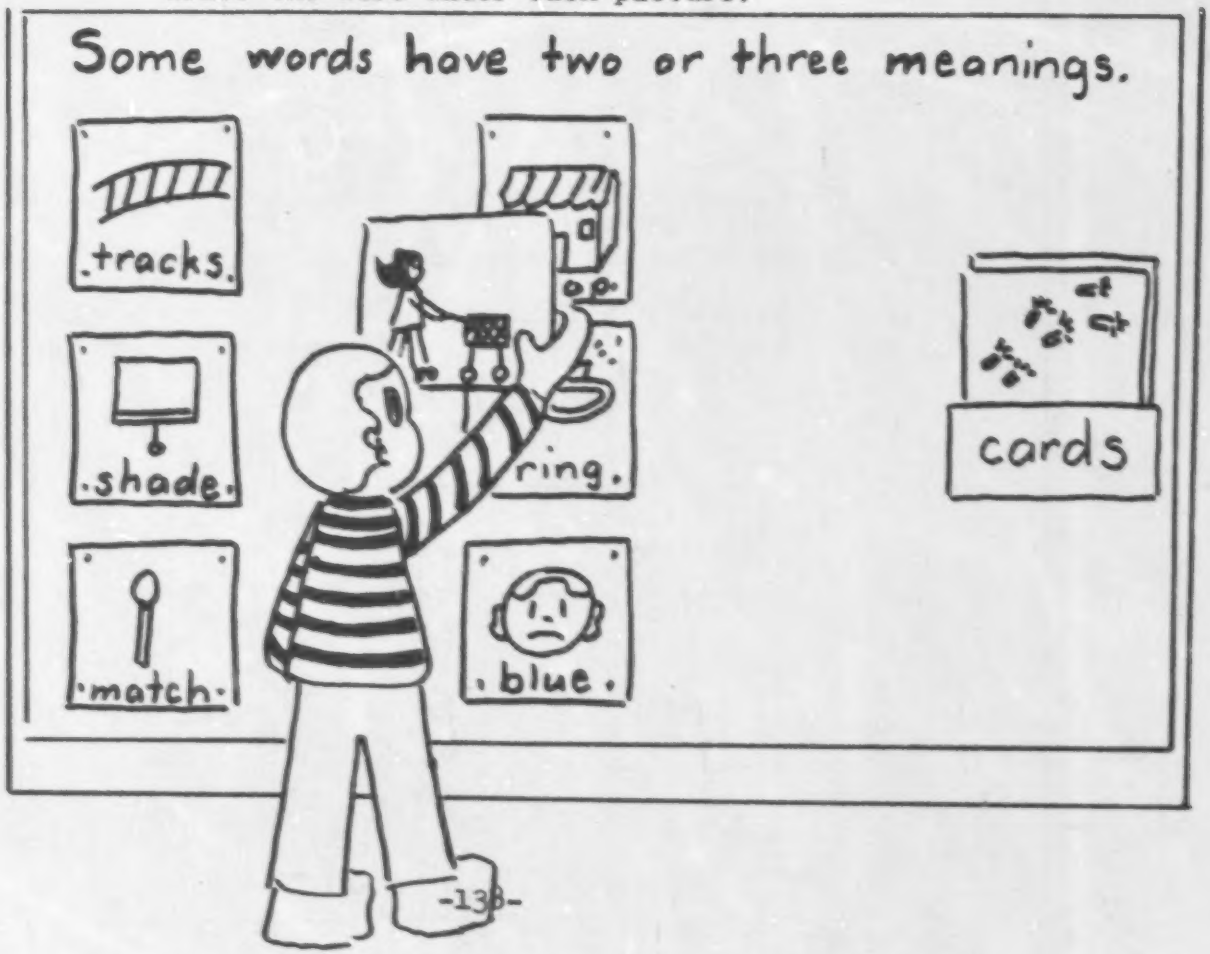
Give the children a word like hot. Then say three words: warm, up, cold. Have the children clap when they hear the correct opposite.



PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Become aware of multiple meanings (cont'd).	A game may be developed where the child matches the word with the pictures depicting various meanings. Say the word with each row of pictures. Write the word under each picture.

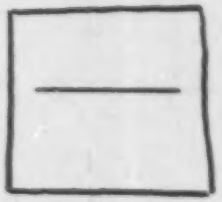


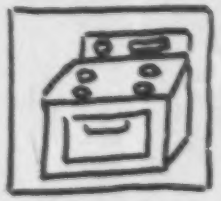
PRIMARY

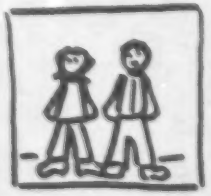
VOCABULARY ACQUISITION SKILLS

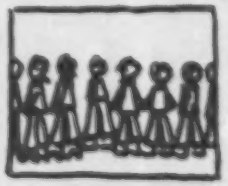
Objectives	Activities
Become aware of multiple meanings (cont'd).	Read the words in the list. Look at the pictures. Is there a word in the list for each picture? Write a word on each line.

pouch
duck
board
plant
range
line
couple









PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Become aware of multiple meanings (cont'd).	The words below have more than one meaning. Write sentences to show the different meanings. run_____ run_____ row_____ row_____ rose_____ rose_____
Increase vocabulary through understanding synonyms.	Have children skim through a story to find different words the author used for a word such as said. List these on the chalkboard. Explain to the children that these are all synonyms for said. Ask them for other synonyms of said. Add these to the list. Label an envelope "Synonyms." Make synonym word cards which can be paired such as evening-night, dinner-supper, hall-corridor. The children can team or work individually on matching the proper synonyms. A self-check answer sheet may be attached to the envelope.

Objectives	Activities
Increase vocabulary through understanding synonyms (cont'd).	Have the children select words from a given page which mean the same as the words <u>right</u>, <u>top</u> and <u>robber</u>. p. 214 . . . . . p. 225 . . . . . p. 220 . . . . .

Draw a line to match the words that mean the same.

boy	happy
pretty	street
road	beautiful
rule	law
woman	lady
jolly	lad

Game--<u>Synonym Golf</u>

Compile a list of eighteen words representing the holes of golf. Try to find a synonym for each word. The number of letters in the synonym chosen represents the score for the word. Score eight for a word for which you can find no synonym. The lowest score wins.

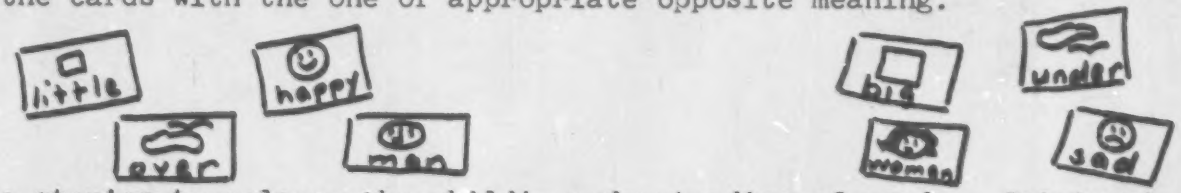
PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Increase vocabulary through understanding antonyms.	In discussing a story read, list key words on the chalkboard. Discuss the meaning of these words and then have children think of words which would mean just the opposite. Fold paper into two parts. Use a happy face on one side; a sad face on the other. Continue with illustrations of other opposites such as summer, winter; hot, cold; up, down; etc. Fold paper into four sections. Write pairs of opposites in the first two columns and illustrate them in the second two columns. The class can be divided into teams of eight members each. The teacher pronounces a word and gives a sentence. The child gives an antonym and receives a point for the team. Label an envelope Antonyms. Make antonym word cards which can be paired such as cold-hot, dark-light, big-little. The children can team or work individually on matching the proper antonyms. A self-check answer sheet may be attached to the envelope. The children are to read sentences which the teacher has written on the blackboard or dittoed. They are to write a word that means the opposite of the underlined word. Example: 1. He wore a light shirt. 2. It was dark during the storm.

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Increase vocabulary through understanding antonyms (cont'd).	Use twenty 3" x 6" cards of tagboard. Make ten pairs of opposite words such as cold-hot, big-little, etc. Place one set of cards in the pocket chart with a place for the opposites. Children are to match the cards with the one of appropriate opposite meaning. 
Develop an awareness of denotation and connotation of words.	Use stories to enlarge the child's understanding of words. Point out how some words such as love or happiness have many inferred or implied meanings. Write on the chalkboard: Bruce was glad to get home. Elicit from the children that in this sentence home denotes the place in which Bruce lives while it connotes safety, warmth, and comfort. Draw children's attention to words in the reading which have specific meanings and words which have inferred meanings. Have the children collect pictures of animals revealing specific feelings such as friendliness, anger, fear. Ask the children to show their pictures to the class and share inferred meanings of the terms such as fear. The teacher can read Happiness is a Warm Puppy. She may then elicit from the children things that make them happy. The children could then draw pictures to illustrate their ideas.

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Develop an awareness of denotation and connotation of words (cont'd).	Drawing Inferences

Prepare the exercise below. Using sentence clues, pupils are to underline phrases that correctly complete the sentences.

The little bug was in the grass.
Bing met the little bug.
Bing was _____.

in the grass up the hill

The rabbit ran in the sun.
Sandy ran after the rabbit.
Sandy was _____.

down the hill in the sun

The grasshopper went up the hill.
Bing ran after the grasshopper.
Bing ran _____.

up the hill down the hill

Sandy met Bing.
Bing was down the hill.
Sandy was _____.

up the hill down the hill

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Develop an awareness of denotation and connotation of words (cont'd).	Read sentences which contain descriptive terms. Ask the children to replace and restate the sentences using more meaningful terms. Example: I felt bad when my sister could not come to the party. It was a great day when the circus came to town. This is a nice spot for a picnic. Make sentences to reveal a specific feeling you have when you hear these words: avoid, smash, darken, race, bright Example: Tom -- I stay away from lonely places. (avoid) Mary -- I hurry to the playground after school. (race) Susan -- My friend knows how to make my day cheerful. (bright)
Build vocabulary through understanding and use of prefixes.	Write on the chalkboard a word from the reading lesson which contains a prefix. Such words as unhappy and remake may be used. Have the root word underlined and discuss its meaning. Ask the children to find the sentence in the story in which the word was used. Have this sentence read and discuss its meaning. Lead children to the understanding that the prefix changed the meaning of the word. List other words with prefixes un or re on the chalkboard. Show children how the use of these prefixes helps us to increase our vocabulary.

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities

Build vocabulary through understanding and use of prefixes (cont'd).

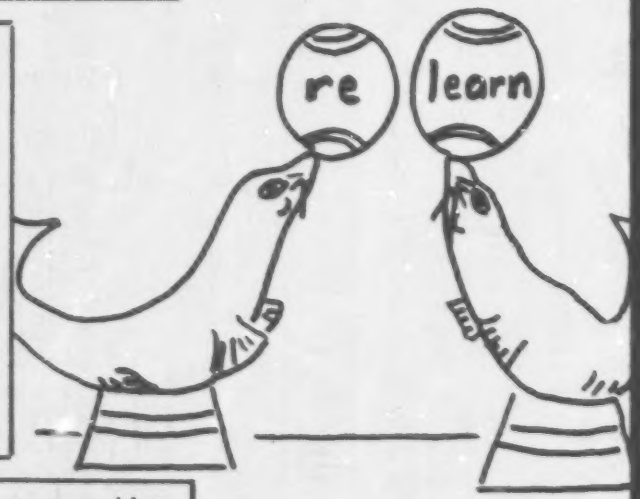
Underline the prefix in each word and write a complete sentence using the word:

1.	uncover	5.	return	9.	undecided
2.	repaint	6.	unbuckle	10.	renew
3.	relearn	7.	discharge	11.	displace
4.	unpaid	8.	remake	12.	unsafe

Make a ring around each prefix:

Example: (re)do

1.	resold	11.	misuse
2.	untrue	12.	distrust
3.	nonsense	13.	unsafe
4.	unfair	14.	unwise
5.	disgrace	15.	return
6.	rehang	16.	reprint
7.	uncover	17.	unusual
8.	repaid	18.	mistake
9.	rewrote	19.	misspell
10.	unable	20.	disown



Make a ring around the prefix. Then use the root word in the sentence.

Example: (re)read

1.	unhappy	5.	return	9.	unfasten
2.	rearrange	6.	unable	10.	restring
3.	dislike	7.	disagree	11.	untrue
4.	misplace	8.	relearn	12.	rewrite

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities

Build vocabulary through understanding and use of prefixes (cont'd).

Write the parts of the words under the correct headings.

Example:

Prefix	Root Word
re	turn

Words

reload	disagree
rewrite	repay
undo	pretend
unsafe	depend
disown	improve
uncover	

Build vocabulary through understanding and use of suffixes.

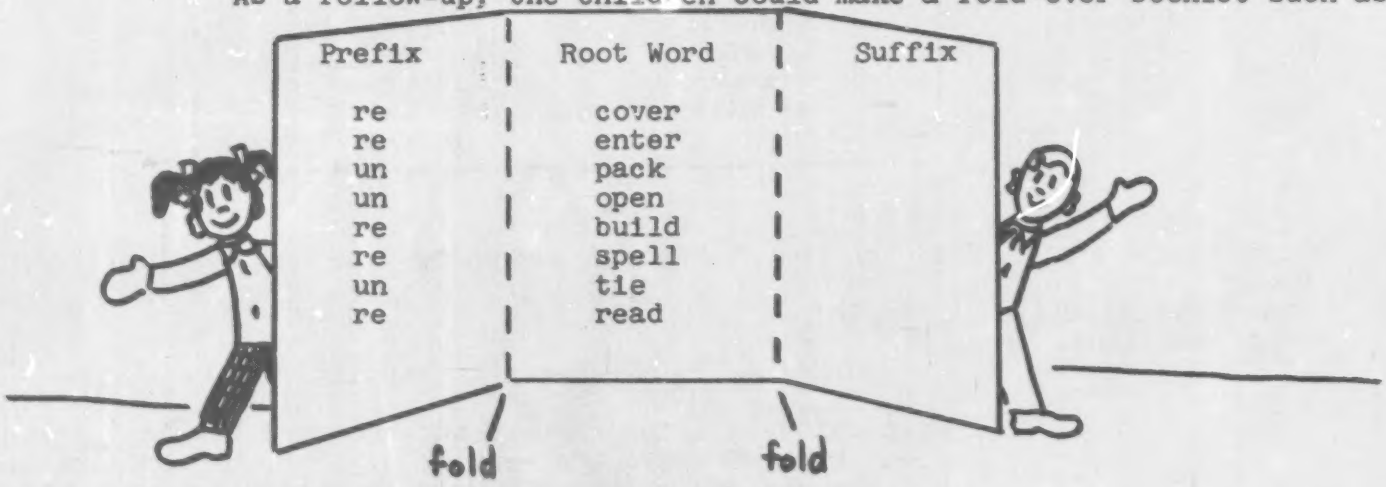
Write on the chalkboard new words from the reading lesson.

Example:

digging careless happily

Help children to understand the new word through recognition of the root word. Discuss the meaning of the root word and the suffix. Try out the meaning of the new word in context. Lead children to see how vocabulary is increased through use of suffixes.

Objectives	Activities
Build vocabulary through understanding and use of suffixes (cont'd).	The teacher can write the following words on the blackboard: cover lock pack Have the children discuss the meaning of each word. Then write the following words underneath the words listed above: uncover unlock unpack Elicit from the children that the prefix "un" means "not" and has changed the meaning of the words. As a follow-up, the children could make a fold-over booklet such as:



PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Build vocabulary through understanding and use of suffixes (cont'd).	(cont'd) Suffixes could also be added to the booklet. Circle the suffix. Match the word with the correct meaning. 1. helpless — being sad 2. astonishment — in a certain way 3. trustful — full of rocks 4. suddenly — without hope 5. certainly — being happy 6. rocky — full of trust 7. happiness — without help 8. hopeless — being astonished 9. sadness — in a sudden way Find the prefix in each word. Give the meaning of each root word and prefix. not: 1. unpleasant 7. inland again: 2. reread 8. defrost before: 3. preview 9. oversee 4. submarine 10. transcontinental 5. misspell 11. compact 6. preheat 12. exchange

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Build vocabulary through understanding and use of suffixes (cont'd).	Create new words by writing the suffixes ness or less on the blanks. The phrase at the right will help you choose the correct suffix.

	laziness	being lazy
1.	bright	being bright
2.	glad	being glad
3.	still	being still
4.	love	without love
5.	hope	without hope
6.	thought	without thought
7.	dark	being dark

Write the root word of the underlined word in the blank:

1. Lift the baby carefully. She will be fine if you use _____.
2. Jim, that was a sensible act. It showed good _____.
3. Don is a quarrelsome boy. He gets into one _____ and then another.
4. I heard a thunderous roar. Then I listened and heard a clap of _____.
5. Nippy is a sleepy cat. He will _____ for hours.
6. We do not like a sulky child. Try not to _____ when things go wrong.

Objectives	Activities
Build vocabulary through understanding and use of suffixes (cont'd).	(cont'd) 7. The sky looked reddish. That _____ glow meant a fire somewhere. 8. There was great rivalry among the groups. Two of the groups had been _____ for years. 9. I like stories of famous people. Their _____ inspires me. 10. Perspiration was on his forehead. Heat always makes him _____. Add the suffix ly to the words. Write the new words in the blanks in the sentences. slow glad sad bright soft 1. The turtle crawled _____ down the street. 2. Jane sang _____ to the infant. 3. The sun shone _____ on the lake. 4. "I'm sorry, I can't go with you," John said _____. 5. I will _____ help you.

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Develop an awareness of figurative language.	Present a sentence from the reading lesson such as the following: The wind <u>whistled</u> through the trees. Ask the children to tell why they think the author used <u>whistled</u> in this sentence. Lead them to the understanding that use of metaphor gives more power and meaning to a sentence. Similarly present and discuss use of simile when encountered in the reading. Examples from <u>Sleeping Beauty</u>: 1. Her cheeks were like roses. 2. Her lips were like cherries. 3. Her skin was like milk. After a lesson, ask the children to find descriptive phrases in the story to answer specific questions. Example: 1. Find two phrases that tell about the setting sun. p. 15 as the sun dipped into the sea p. 16 the sun moved toward the sea

Objectives	Activities
Develop an awareness of figurative language (cont'd).	Place sentences on cards in a box. Ask each child to choose a sentence card and rephrase the sentence using more descriptive examples. Sentence card -- The moon shone on the water. The moonbeams danced on the water. Sentence card -- The children enjoyed the clown. The children squealed with delight at the clown's actions.
Derive meanings of compound words.	Write on the chalkboard words from the reading lesson: watchmen something railroad Lead children to an understanding of the meaning of the new word through application of the meaning of the two words from which it is made. Try the meaning out in context to see if it makes sense. Note: At this level most compound words met should carry the meaning of the words contained in them. Initially when children are exposed to compound words, it should be introduced at the auditory level.

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Derive meanings of compound words (cont'd).	Listen carefully to the words you will hear. Each one has two short words in it. Tell the two short words.

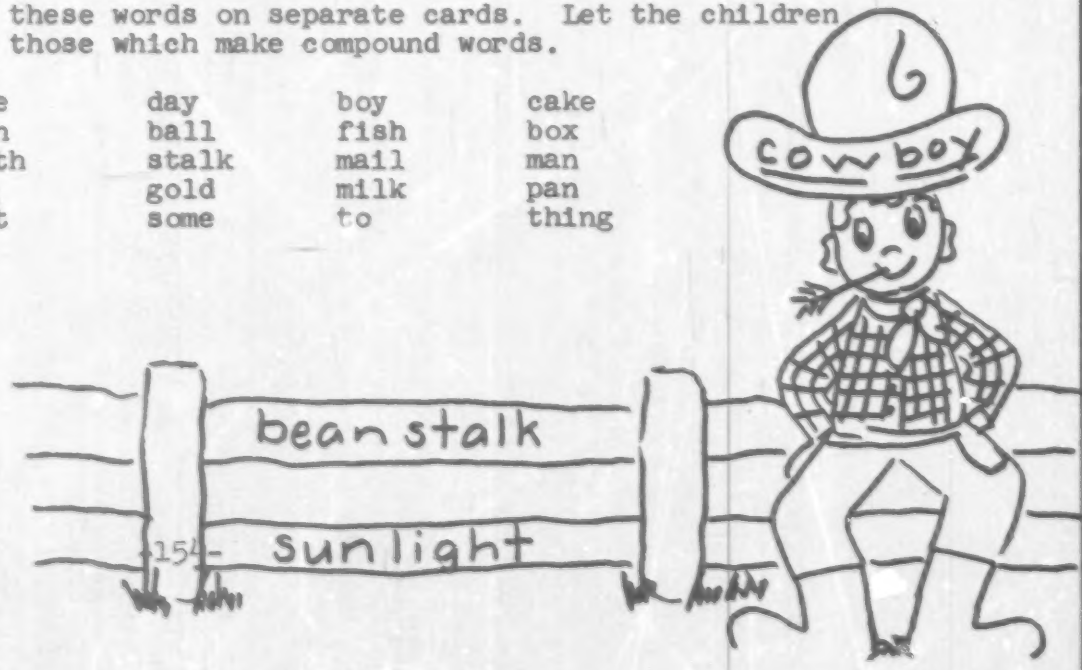
spaceship	strawberry	watermelon
rowboat	playmate	highway
popcorn	dustpan	nightgown
policeman	firefly	workshop

You will hear two short words. Listen carefully and tell what long word they make.

Example: One child says, "I am a bed." Second says, "I am a room." Response should be bedroom.

Write these words on separate cards. Let the children match those which make compound words.

base	day	boy	cake
bean	ball	fish	box
birth	stalk	mail	man
cow	gold	milk	pan
post	some	to	thing



PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Derive meanings of compound words (cont'd).	Complete the sentence by making a circle around each of the two words under the sentence that form a compound word. Write the compound word in the blank.

Example: The motorboats are on the river.
nail motor some boats

1. I saw a _____ eating his lunch.
man will other work

2. It is fun to play on a _____.
saw see cause be

3. The _____ is a good friend.
cups police please man

4. The _____ tree is in bloom.
wood work dog log

Write the compound word and draw a line between the two words that form it.

forgot	today	bedtime
everywhere	seesaw	birthday
maybe	workman	someone
playground	fireman	fisherman
sailboat	tonight	lonesome
milkman	afternoon	lighthouse

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Derive meanings of compound words (cont'd).	Make compound words using the words below, and then place them in the proper sentence. news / light head / summer home / door run / time paper / bell 1. The woman heard the _____ ring. 2. Jim likes to go barefoot in the _____. 3. The boy made a _____. 4. The _____ on the car is broken. 5. Uncle Tom always reads the _____. Write a compound word for each of these phrases. 1. out of doors _____ 2. the side of the road _____ 3. wood for the fire _____ 4. tops of trees _____ 5. the bell on the door _____ 6. shoes to wear in snow _____ 7. yard around the barn _____ 8. the land beside the sea _____ 9. your mother's mother _____ 10. time for bed _____ 11. men who put out fires _____ 12. man who fishes _____

PRIMARY

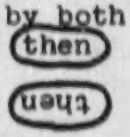
VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Introduce relationship between vocabulary and mood.	After silent reading and general discussion of a story, direct children's attention to a section which is particularly descriptive. Have them find words in this section that help us better see, feel, or hear what is being read. List these on the chalkboard as they are given. Discuss reason why the writer used these words. Put groups of words on the board or ditto. Ask the child what images the words invoke. Example: windy, flashes of light, noisy, claps, hail, raindrops — storm Have the children write a few sentences or a paragraph describing the storm. Use some of the above words. This could be done individually or in teams. Teacher may encourage pupils to extract particularly descriptive words from their stories. Tape various poems. Have the children describe the moods expressed by the poet. With various films, the teacher may stop the film and encourage the children to "walk into" the picture. The children will describe the setting around them. The teacher should encourage the children to use descriptive words.

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Practice new vocabulary	The children can dramatize the story, Little Red Riding Hood. Have the children discuss the characters and include specific details about them; how they looked, how they felt and how they walked. As the children present the events in sequence, encourage them to portray feelings and emotions through actions and words. Make the story characters out of flannel for the children to place on the flannelboard as they retell the story. This will give them an opportunity to use the vocabulary they have learned and it will help them review the sequence of action in the story. A simple version of charades might be used. A child is chosen to be "it." He is given a slip of paper on which is written a phrase to be acted out such as jump high, walk quickly, shake a book. The class then tries to guess from the action what phrase was written on the paper. The first child to guess correctly becomes "it." Another game might involve word substitution. The teacher writes on the chalkboard a simple sentence: Bill ran to the store. Children would be called on to substitute a word for the underlined word. Guessing Game--After the children have been introduced to words pertaining to transportation, make a list of flash cards containing words such as bus and car on one side and the appropriate picture on the other side. The cards can be placed in a box or bag. The teacher takes a card from the bag and goes to each child in turn and says, "Heavy, heavy hangs a card over your head. What picture is on it?"

Objectives	Activities
Practice new vocabulary (cont'd).	To reinforce the pronunciation and meaning of new words have each child make a word card file. Use a shoe box and give each child a sample card of the appropriate size to fit the box. Have each child place it in the file in alphabetical order or in categories such as object words, action words, etc. Work with the children in a small group to make the dividers for alphabetical order or categorical order. Words are taken from the reading lesson and an exercise is duplicated similar to the one below. Example: Change one letter of the underlined word to make a new word. a. Change one letter in house to make an animal you can ride. Example: horse b. Change one letter in can to make a person. Example: man Word Checkers Ditto checkerboards. Make checkers with words written on them so they can be read by both players. Checkers  In order for a player to move into a new square, he has to read the word in that square.

Objectives	Activities
Practice new vocabulary (cont'd).	**Reading Rummy** The cards are stacked in the center of the table. The children take turns reading the cards. If they read them correctly they keep them. If they cannot read them, the cards go to the bottom of the stack. The child who has the most cards wins. **Word Catch** Words are printed on the blackboard. The teacher throws a ball to a child. If he can read the word, he returns the ball. If he cannot read the word he passes the ball to the next child who attempts to read it. **Building Houses** Outline a house on a blackboard, bulletin board or large card. Make cards with words printed on them to represent shingles. The children take turns reading the cards. As each word is recognized, it is placed on the house to represent a shingle. **The Toy Shop** Make toys and animals from construction paper. Print words on the back. Place toys and animals on a ledge or in a pocket chart. As the child recognizes the words, he may "purchase" the toy. **Sentence Number Game** Write phrases or sentences on a blackboard or on cards placed in a pocket chart. Number the sentences. The child pulls a number from the box and reads the corresponding sentence or phrase.

Objectives	Activities
Practice new vocabulary (cont'd).	**Baseball** Two teams of nine players are chosen. A scoreboard and a baseball diamond are drawn on the blackboard. Have the child choose from word cards with current printed vocabulary. As each child reads a card correctly, he receives credit for a home run. Three outs and the next team is up. **Matching Card Games** Have fifteen to twenty sets of cards with three copies of each word. The cards are shuffled. Each player receives six cards. The players take turns asking for a card. In order to ask he must have that word card in his hand. The object of the game is to get as many sets of cards as possible. **Ball Game** Each child stands behind his chair. Each child has a word card which he puts on his chair. A ball is bounced to a child by another. The child catches the ball and says the word of the pitcher. If he says the word, he collects the card and another is substituted for it. The child with the most cards wins. **Clown Game** A clown is drawn on the blackboard or cardboard. Balloons are drawn on either side. A word is printed on each balloon. The word cards are shuffled, and distributed to each player. When the card is read correctly, the balloon with the corresponding word is covered. The child with the smallest number of cards wins.

Objectives	Activities
Practice new vocabulary (cont'd).	Each child receives an envelope with cardboard letters of the alphabet in it. He answers questions about a story by making words with his alphabet letters. Make 12" circle with the endings ly, s, tion, y, ness, ing, ful, er, ed, est and an indicator. Each child is given six word cards with words from current reading vocabulary. One child spins the indicator on the circle. Each child checks to see if the ending can be used with one of his words. If it is applicable, he writes the word on his sheet of paper. Make tagboard cards on which four root words with different endings are printed on each card. Twelve sets of roots are needed. The cards are shuffled and dealt, six to a player. The object of the game is to get all four root words which is achieved by asking the next player for a specific card. In order to ask he must already have one card in his hand. Write as many new words as you can think of under each heading. You may use your reader for ideas if necessary. night storm skating farm The child chooses a card with a picture of an animal. He says, "I went to the circus and saw --" The next child repeats what the previous child said and adds the name of his picture. Later, words can be substituted for the pictures. This approach may also be used to play "Going to the Farm," "Going to the Grocer." It may also be adapted to review the vocabulary of a unit in a reader.

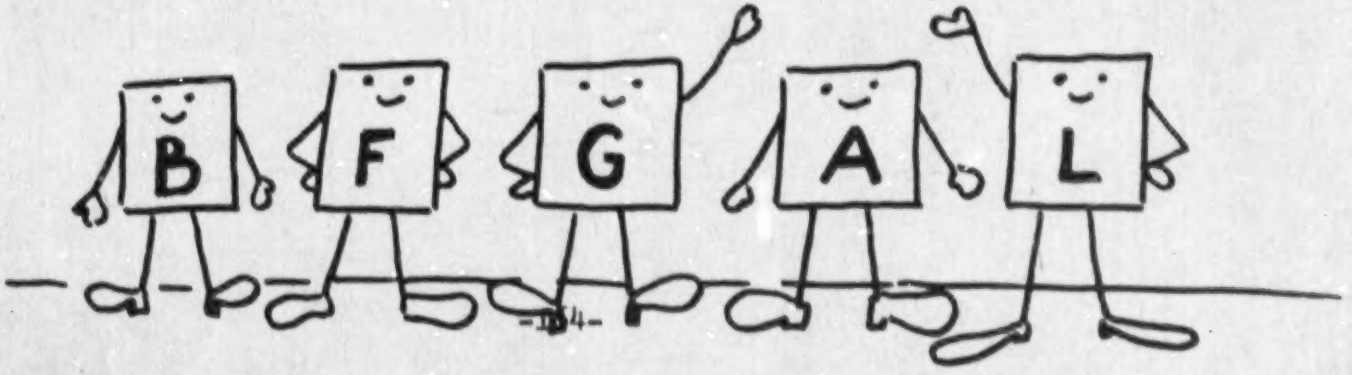
PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Practice new vocabulary (cont'd).	A child draws a card on which a sentence is printed. He reads the phrase and adds an adjective. Example: The pony ran. The small pony ran. Riddles A list of words is used to answer riddles. Example: a. When does the sun set? b. What farm animal crows? c. What is the opposite of up? down rooster evening Incomplete Sentences A list of words and several incomplete sentences are written on the board. The child chooses a word to complete the sentence. (They may be taken from the reading lesson.) Example: 1. The little girl could not _____.

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Understand and use alphabetical sequence.	Make a set of 26 cardboards with a letter of the alphabet on each one. Give each child a cardboard with a letter of the alphabet printed on it. Have the child who has the A call the next letter, and so on. A variation may be to have letters A and C stand together and call the missing person to come and stand between them. Have the children who need help say the letters in alphabetical order to others who know the sequence. Have a leader name several letters in order, beginning with A. The leader touches any child, who should provide the next letter. If successful, this child becomes the leader and the game continues. If unsuccessful, the original leader continues the sequence until another child names the desired letter. Divide the letters of the alphabet into four sections: a--d, e--l, m--r, s--z. Give students drill in letters that come before other letters: _b_d_f_h_t_n. It is important that students know the separate letters of the alphabet as well as knowing them in rote order. 

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities

Understand and use alphabetical sequence (cont'd).

My name is _____.

Fill in the missing letters:

a) a_c_e
b) h_j_l
c) r_t_v

As children learn new words, they may illustrate them and make their own picture dictionaries. Practice in alphabetical sequence is provided as they alphabetize these dictionaries.

Fill in the missing letters:

a	b	_____	d	e	f	g
_____	i	j	k	l	m	_____
o	p	q	_____	s	t	_____
v	w	x	y	z		

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Understand and use alphabetical sequence (cont'd).	Write missing letters in the blanks: m_o b_d k_m x_z q_s u_w a_c Write the word that comes first in alphabetical order. Then write the letters that will tell why the word was chosen: Example: gate or face -- f comes before g act or barn -- _ comes before _ hill or gun -- _ comes before _

Number the words in the box to show their alphabetical order using 1-2-3 sequence:

1 clean	1 aline	_ sack	_ grain
3 weep	3 order	_ where	_ valentine
2 stand	2 easy	_ ran	_ there
_ beam	_ here	_ light	_ name
_ gander	_ afternoon	_ house	_ October
_ Earl	_ crumb	_ penny	_ Monday

PRIMARY

VOCABULARY ACQUISITION SKILLS

Objectives	Activities
Understand and use alphabetical sequence (cont'd).	Rearrange in correct alphabetical order: fine come Jones hear when umbrella Smith freeze radio zebra Brown drain Example: fine radio when
Use simple dictionaries and glossaries to check meaning.	As unfamiliar words are encountered in the reading, help children to find them in the glossary or dictionary and to interpret the definitions given. Choose words from reading lesson. Ask children to find them in the dictionary and copy the definition. Illustrations may also be made. Children may build their own dictionaries using words of their own choice or the new reading words. They may use picture dictionaries for definitions.

PRIMARY INSTRUCTIONAL MATERIALS

SELECTED PRIMARY MULTI-MEDIA READING MATERIALS

American Book Company - See and Say Series

20 Picture Books and 10 Story Records

American Book Company - Phonics Pattern Resource Kits

Kit A

Card Kit (360 Words, Alphabet Cards)
26 Alphabet Picture Cards

Kit B

Pupil Pads
Patterns
Teaching Instructions

Kit C

Pupil Pads
Patterns
Teaching Instructions

American Guidance Service - Peabody Language Kits

Level 1 (Mental Ages 4½ - 6½)
Teacher's Manual
Stimulus Cards
"Story" and "I Wonder" Posters
Six Fairy Tales (5" tape)
Puppets
Plastic Color Chips

SELECTED PRIMARY MULTI-MEDIA READING MATERIALS

American Guidance Service - Peabody Language Kits (cont'd)

Level 2 (Mental Ages 6 - 8)
Teacher's Manual
Stimulus Cards
"I Wonder" Posters
Eight Folk Tales Plus Songs (t" tape)
Teletalk
Puppets
Plastic Color Chips

Level 3 (Mental Ages 7½ - 9½)
Teacher's Manual
Stimulus Cards
"Story" and "I Wonder" Posters
Sound Recordings
Puppets
Plastic Color Chips

American Guidance Service Inc. - The Peabody Rebus

Readiness Level Materials

Introducing Reading - Book One
(96 programmed workbooks, full color)
Introducing Reading - Book Two
(96 programmed workbooks, full color)
Teacher's Guide
(See Supplementary Materials)

Transition Level Materials

Red and Blue Are on Me - Rebus
Reader One
Can You See a Little Flea? - Rebus
Reader Two
Introducing Reading - Book Three
Teacher's Guide

SELECTED PRIMARY MULTI-MEDIA READING MATERIALS

American Guidance Service Inc. - The Peabody Rebus (cont'd)

Supplementary Materials

Teacher's Guide - Readiness and Transition Levels
Supplementary Lessons Kit - includes:
Manual of Lessons
One copy each of Introducing Reading - Books One and Two
Picture Cards
2 Review Masks
10 Rebus Water Wells
Water Well Filler
Master Deck of Rebus Word Cards
Large Sentence Cards
31 American Answer Strips

Benefic Press - Experiential Development Program

Kit A

You and Your Family
Teacher's Guide and Book Shelf
40 Books (10 each of 4 titles)

Kit B

You and Your Friends
Teacher's Guide and Book Shelf
40 Books (10 each of 4 titles)

Kit C

You and Others
Teacher's Guide and Book Shelf
40 Books (10 each of 4 titles)

SELECTED PRIMARY MULTI-MEDIA READING MATERIALS

Bowmar Company - Early Childhood Series

Records

Part One: About Myself
Part Two: The World Around Me
Part Three: I Talk - I Think - I Reason

The Picture Story Sets

Part One: About Myself
Part Two: The World Around Me
Part Three: I Talk - I Think - I Reason

Continental Press - Reading - Thinking Skills

37 Framed Transparencies

Classifying Ideas
Developing Sentence Sense
Understanding Multiple Meanings
Making Inferences
Relating Pronouns and Antecedents
Determining Analogous Relationships
Organizing Ideas According to Time Order

Coronet Films - Just-So-Stories

Sound Version

Series of filmstrips and 2 records

Silent Captioned Version: Series of 4

How the Elephant Got His Trunk
How the Leopard Got His Spots
How the Animals Came to Live with Man
How the Camel Got His Hump

SELECTED PRIMARY MULTI-MEDIA READING MATERIALS

The Economy Company - Classroom Library Packet

Primary Packet I (1st to 3rd Reader Level)

25 Paperback Books
Teacher's Guide

Primary Packet II (2nd to 3rd Reader Level)

25 Paperback Books
Teacher's Guide

Encyclopedia Brittanica - Classic Fairy Tales

10 Long Playing Recordings
10 Accompanying Full Color Filmstrips
Teacher's Guide

Encyclopedia Brittanica - Disney Reading Readiness

16 Walt Disney Fables
16 Synchronized Full Color Filmstrips

Encyclopedia Brittanica Press - Language Experiences in Early Childhood

Composite Kit
Teacher's Resource Book

Encyclopedia Brittanica - Language Experience in Reading

Children's Workbooks
Teacher's Resource Book

SELECTED PRIMARY MULTI-MEDIA READING MATERIALS

Garrard Company - Dolch Word Games

Group Word Teaching Game

Sight Phrase Cards
Consonant Lotto
Vowel Lotto
The Syllable Game
Group Sounding Game

Holt, Rinehart and Winston - The Owl Program

Kinder Owl Program

Set of 40 Books

Little Owl Program

Set of 40 Books

Houghton Mifflin Company - Get-Set

Silly Sentences
Stop · Dot Exercises
Animal Race
Dominoes
Pickafit
Broken Letters
Picture Words
Sentence Train

Houghton Mifflin Company - Listen and Do

16 Records
32 Duplicating Masters
Teacher's Guide

SELECTED PRIMARY MULTI-MEDIA READING MATERIALS

House Inc. - Functional Phonics - Parts I and II

Records
Filmstrips

Scholastic Record and Book Company - Companion Sets

Group I

Andy and The Lion
The Biggest Bear
Bread and Jam for Francis
Caps for Sale
Curious George Rides a Bike
George and The Robbers
Georgie
Madeline's Rescue
Old MacDonald Had a Farm
The Billy Goats Gruff/The Gingerbread Boy
Too Much Noise

Group II

Congo Boy (Based on text)
Puss in Boots

Group III

Favorite Rhymes from a Rocket in My Pocket
Teeny Tiny Woman
Hi Diddle Diddle
Selections from the Arrow Book of Funny Poems
Selections from the Arrow Book of Poetry

SELECTED PRIMARY MULTI-MEDIA READING MATERIALS

Scott Foresman and Company - First Talking Alphabet Part 1 and 2

Part 1 - Consonants
Part 2 - Vowels
Duplicating Masters (Part 1 and Part 2)

Scott Foresman and Company - Linguistic Block Series

Set 1L

Workbook
Duplicating Masters

Set 1W

Workbook
Duplicating Masters

Silver Burdett Company - Dictionary Skills

Level A (Visual Learning Projectuals)

24 Projectuals
Spirit Masters
Teacher's Guide

SRA Company - Detect Tactile

First Level Program
Overhead Projector Tachistoscopic Adapter
Level A Pupil Workbook
Level B Pupil Workbook
Set of Level A Transparencies
Set of Level B Transparencies
Set of Level C Transparencies
Teacher's Handbook

SELECTED PRIMARY MULTI-MEDIA READING MATERIALS

Zaner Bloser Company - Trace-A-Bit

Manuscript Trace-A-Bit Sets
Cursive Trace-A-Bit Sets
Phano Pencils
Overhead Primary Pencil
Overhead Projection Black Leads

INTERMEDIATE INSTRUCTIONAL MATERIALS

SELECTED INTERMEDIATE MULTI-MEDIA READING MATERIALS

American Book - Reading Round Table Series

Five copies each of 54 paperback titles in levels Pre-Primer-6
Teacher's Edition for each level

American Book - READ Roundup (Reading Comprehension Kits)

Level A - Book 4
Level B - Book 5
Level C - Book 6

Barnell Loft - Specific Skills Series

Multilevel Paperbacks
By Skills
Using the Context, Levels 1-6 (Books A, B, C, D, E, F)
Working with Sounds, Levels 1-4 (Books A, B, C, D)
Following Directions, Levels 1-6 (Books A, B, C, D, E, F)
Locating the Answer, Levels 1-6 (Books A, B, C, D, E, F)
Getting the Facts, Levels 1-6 (Books A, B, C, D, E, F)

Houghton Mifflin - Reading Skills Lab

Diagnostic Test A - Unlocking Strange Words
Teacher's Manual for Diagnostic Test A
Diagnostic Test B - Overcoming Meaning Difficulties
Teacher's Manual for Diagnostic Test B
Diagnostic Test C - Reading for Different Purposes
Teacher's Manual for Diagnostic Test C

Random House Reading Pacemakers

Six units containing 50 titles each
Primary Pacesetter (Levels 1.5 to 3.7)
Red Pacesetter (Levels 1.0-6.0)

SELECTED INTERMEDIATE MULTI-MEDIA READING MATERIALS

Random House Reading Pacemakers (cont'd)

Blue Pacesetter (Levels 2.8-9.0)
Green Pacesetter (Levels 2.5-10.0)
Tan Pacesetter (Levels 3.5-10.0)
Olive Pacesetter (Levels 4.5-Young Adults)

Scott Foresman - Invitations to Personal Reading

Boxed sets of 25 books including posters, recordings and word games (Grades 1-6)
Pupils Personal Record Booklets
Teacher's Resource Book

SRA - Pilot Library

Grades 4 and 5

Pilot Library 11a (Reading Levels 2.0-7.0)
Student Record Book

Grades 6 and 7

Pilot Library 11b (Reading Levels 4.0-9.0)
Student Record Book

SRA - Reading for Understanding (Junior Edition)

Grades 3-8

Reading for Understanding (Book)
Student Record Book
Placement Test

SRA - We Are Black

We Are Black complete kit (6 levels 2.0-6.0 reading level)
120 Reading selections
40 Student Record Books
40 Key Answer Booklets

SELECTED TEACHER REFERENCES

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Ansara, Alice — A Guide to the Teaching of Reading for Teachers of the Disadvantaged. Educators Publishing Service. 1969

Baratz, Joan C. and Shuy, Roger W. — Teaching Black Children to Read. Center for Applied Linguistics. 1969

Barbe, Walter B. — Educator's Guide to Personalized Reading Instruction. Prentice Hall. 1961

Bond, Guy and Tinker, Miles A. — Reading Difficulties: Their Diagnosis and Correction. Appleton-Century-Crofts. 1967

Boning, Richard A. — Specific Skills Series. Barnell Loft L.T.D. 1970

Booker, Grace — Reading Games and Activities. Ginn and Company. 1964

Chall, Jeanne — Learning to Read: The Great Debate. McGraw-Hill Book Company. 1967

Cohen, S. Allan — Teach Them All to Read. Random House. 1969

Cook, Caldwell, Christiansen — The Come Alive Classroom. Parker Publishing. 1967

SELECTED TEACHER REFERENCES

Dechant, Emerald V. — Improving the Teaching of Reading. Prentice Hall 1964

Dechant, Emerald V. — Diagnosis and Remediation of Reading Disability. Prentice Hall 1969

DeHirsch, Katrina; Jansky, Jeanette J.; Langford, William S. — Predicting Reading Failure. Harper and Row Publishers 1966

Harris, Albert J. — How to Increase Reading Ability: A Guide to Developmental and Remedial Methods. 4th ed 1961

Harris, Albert J. — Effective Teaching of Reading. David McKay Company, Inc. 1965

Heilman, Arthur W. — Teaching Reading. Charles E. Merrill 1967

Heilman, Arthur W. — Phonics in Proper Perspective. Charles E. Merrill 1964

Herr, Selma E. — Learning Activities for Reading. William C. Brown Company 1961

SELECTED TEACHER REFERENCES

Huck, Charlotte and Kuhn, Doris — Children's Literature in the Elementary School. Holt Rinehart and Winston 1968

Lee, Dorris M. — Learning to Read Through Experience. Appleton-Century-Crofts 1963

McKee, Paul — Reading. Houghton Mifflin 1966

Robinson, H. Alan — Guiding the Reading Program. Science Research Associates 1965

Schubert, Delwyn — A Dictionary of Terms and Concepts in Reading. Charles C. Thomas 1964

Smith, James A. — Creative Teaching of Reading and Literature in the Elementary Schools. Allyn and Bacon 1967

Smith, James A. — Creative Teaching of the Language Arts in the Elementary School. Allyn and Bacon 1968

Smith, Nila B. — Reading Instruction for Today's Children. Prentice Hall 1963

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Spache, George D. — Good Reading for Poor Reasons 3rd ed 1966 Garrard Publishing Company

Spache, George D. — Toward Better Reading Garrard Publishing Company 1966

Strang, Ruth — Diagnostic Teaching of Reading McGraw-Hill 1964

Strang, Ruth and others — The Improvement of Reading 3rd ed 1961 McGraw-Hill

Wiles, Kimball et al — Individualizing Instruction Association for Supervision and Curriculum Development, N.E.A. 1964

SELECTED PERIODICALS

SELECTED PERIODICALS

Bulletin of the Center for Children's Books

University of Chicago
Graduate Library School
Chicago, Illinois

The Calendar

Children's Book Council
175 Fifth Avenue
New York, New York 10010

Elementary English

National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois

The English Record

New York State English Council
State University College of Education
Geneseo, New York

The Horn Book

585 Boyleston Street
Boston, Massachusetts

SELECTED PERIODICALS

The Reading Teacher

International Reading Association
Newark, Delaware

School Library Journal

R. R. Bowker Company
1180 Avenue of the Americas
New York, New York 10036